English Examples

Alex. TO BE Girdwood

Turned into LATIN,

Beginning with the

Nominative Case and *Verb*

As 'tis varied through all

MODES and TENSES;

AND AFTER

Fitted to all the Rules of the Grammar.

To which are added

Some Cautions for Children to avoid Mistakes in making Latin; Forms of Epistles, Themes, and other Exercises for the use of young Beginners at *Bury* School.

The Second Edition.

LONDON,

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(Engliſh Examples, &c.)
Gul. Jane S. T. B. R. in Chr.
Patri D^no. *Henrico* Epiſc.
Lond. à Sacr. Domeſt.

To the Ingenious and Hopeful

JOHN HERVEY Eſq;

And his Brother

Mr. THOMAS HERVEY,

Sons of the Right Worſhipful Sir THOMAS HERVEY *of St.* Edmund's-Bury *in* Suffolk.

Gentlemen,

WHile you are little, and ſo fitted to my abilities, and the things that I can do for

you, I make bold to dedicate this little Book unto you, hoping that, becauſe 'tis yours by Dedication, you will be the more earneſt to make what is uſeful in it your own by practice. I have endeavoured to make all things that I here offer to you, as plain and eaſie as I could; yet notwithſtanding in ſo young years, I know you muſt need the help of a Guide, whoſe directions if you pleaſe carefully to attend to, in the exerciſe and oft turning

theſe *Engliſh* Examples into Latin, you will after a while find the benefit thereof as to the improvement and perfecting of your skill in the Latin *Syntax*. Poſſibly I might ſay ſome other things to you not unworthy of your notice; but I know men of your employment and buſineſs love not long Diſcourſes; I only beg of you, that by the ſhortneſs of this Epiſtle you would not take the meaſure of my zeal and endeavours to ſerve you, which muſt be

lengthened out in equal portions with my life, as being a just Debt entailed upon you, by the unmerited favour and kindness of your Parents to

Your

most humble

From Bury *School*,
March 25.
1676.

Servant,

E. L.

THE

PREFACE.

THE first part of this Book is intended to make Boys ready at the variation of Verbs according to their several Moods, Tenses, Numbers, Voices and Conjugations, and he that would reap that advantage which is designed him thereby, must be sure, as a guide thereunto, to be very ready at the forming of those Verbs in the Accidence, which are set as Examples for all the rest, (viz.) amo, doceo, lego, *and* audio, *and also well skilled to know the Preterperfect tense*

of

of every Verb according to the Rules in As in præsenti. *The Latin for every word is set in the margin or side of the leaf, and the figure before it tells the Conjugation. Part of the Potential Mood, and the whole Optative are purposely omitted which I hope no body will mislike, that considers how useless they are in speech. We say indeed in English,* I might have loved, I ought to have read; *but whosoever says in Latin for the one* amaverim, *or for the other* legerim, *as far as I know, speaks without an example: and for the Optative, 'tis so perfectly the same with the Subjunctive, that I thought not fit to assign them different places, especially where there is no design to teach Boys thin Grammatical notions, but the most compendious and ready way to speak Latin; and if a young Scholar be but taught, that after* O si *or* utinam, *he must use the same word that he uses after* cum, *and can say readily for, I wish I had*

said

ſaid my leſſon, Utinam repetiiſſem lectionem: *or for, Oh that we might play to day!* O ſi ludere nobis licuerit hodie! *I ſuppoſe 'tis no great matter, whether he be ſo critical at that time, as to have a diſtinct notion in what Mood he ſpeaks, whether Optative, Potential, or Subjunctive; he ſpeaks from his heart, and after ſuch wiſe, as men that underſtand Latin uſually ſpeak, and ſo long, I ſuppoſe, all is well enough.*

In the practice of the Latin Rules, the Examples are for the moſt part framed according to thoſe in the Grammar, even where they ſeem not ſo exactly adapted to the Rule: So that the young Scholar having his Grammar before him, and being able perfectly to render into Engliſh *the Latin Examples, may both receive light from thence how to practice the Rule, and be furniſhed with ſome Latin words alſo not improper for his purpoſe. Where the Rule is any thing obſcure, or the practice thereof difficult, as being remote from*

the common way of ſpeaking Engliſh, *the Examples are many, and they had need to be ſo; for School-boys are uſually ſuch blind harpers, that unleſs they be minded over and over again to take heed and obſerve ſtrictly, they will conſtantly miſs the ſame ſtring. Yet, if by the practice of two or three Examples, they underſtand ſufficiently (as ſome will do) what the Rule means, and can direct themſelves in the practice of it, let them leave the other till another time; for what they do afterwards, they will conclude to be the ſame that they did before, and ſo do it only by rote, without any preſent attention of the mind. But if they be brought to an example of the ſame Rule again, after they have perfectly forgot what they did before, they will be forced to attend to the ſame notices that led them right at firſt, and ſo in time be brought habitually to do it with conſideration and certainty. And this method, where the examples are many, I deſire alſo may be obſerved in*

the

the practice of the rules and directions given for the avoiding miſtakes in making Latin; which are not hoped, though never ſo carefully attended to, to be an univerſal preſervative againſt all error of Angliciſm, *being framed only to give warning of ſuch as I found my own Scholars moſt liable to in their Exerciſes. They that would be more curiouſly and fully inſtructed in the turning the* Engliſh *Particles into* Latin, *where ſuch kind of miſtakes for the moſt part lie, may have recourſe to Mr.* Walker's *Treatiſe of Particles, being a Book excellently fitted for that purpoſe.*

In the compoſing of ſome of the Examples of thoſe Exerciſes which I recommend to young Scholars under ſome one particular word; as, Labour, Juſtice, &c. *I had the Phraſes of* Wincheſter *School before me, and brought in as many of them, as I ſaw would conveniently come in under that head, with directions on the Margin where they may be found; which I ſhould not have done,*

but in compliance with the ſaid judgment of ſome men, who will not be ſatisfied with a poor boys Exerciſe, unleſs there be ſomething extraordinary of phraſe in it; and in regard alſo Mr. Farnaby, *in his Book of Phraſes, adviſes, that they ſhould be brought in* quà ſponte, quà vi, *that is, fairly if they will come, if not, by head and ſhoulders. For of my ſelf I am not of that opinion, that when an Argument is given to a Lad to diſcourſe upon, he ſhould firſt conſult his Phraſe-book, and from thence take hints what to ſay. But firſt conſider what is fit to be ſaid, and then expreſs it in words as well as he can. I have been told by one of his Scholars, that Mr.* Langdale, *not many years ſince Maſter of St.* Paul's *School in* London, *would never ſuffer any of the Boys in his School to make uſe of any other Book for to ſupply them with what Latin words they wanted, than the Dictionary. And if I might have my own liberty, I ſhould be inclined to follow his*

exam-

example; for though perhaps it would be the ſlower way, and the boy that takes it would a long while write very indifferent Latin (and yet perhaps as good as he can write Engliſh) nevertheleſs in time he would arrive at a more perfect and free uſe of the Latin *tongue, and be more ready at the expreſſing of any thing that he thinks, than any Tranſcriber of a Phraſe-book can. I ſpeak this ſomewhat upon my own experience;* Once I remember, I had two Boys together of equal age and parts; the one as ſoon as he had any Argument given him, preſently went to his Phraſe-book, and ſearched out what he could find for his purpoſe, and then ſate down and ſewed together, as well as he could, what he had gathered. The other ſet himſelf a thinking, and for words he took not much care; I had the beſt he had ready, and further he concerned not himſelf. For a long while the Phraſe-hunter carried the Reputation, and the other was rebuked

for his bald Latin, but to little purpoſe, no other Phraſe-book would he conſult than what he carried in his head; for thoſe he had read, if they came in his way he would take them, if they did not, he would never caſt about either to find them out, or to fetch them in. Thus they went on for ſome years together, till at length the advantage appeared on the other ſide: For he that had all his Exerciſes out of Phraſe-books, for ſtuff was ſtill the ſame, only advanced a little in his skill of ſtitching; while the other by pondering and conſidering of things, grew rich in the conceptions of his mind, and by converſing every day with good Authors that ſpoke well, he became not only Maſter of their words, but got ſomething of their ſtile alſo; ſo that before he went from School, at all Exerciſes he far exceeded his Rival; and of what Reputation he is at preſent in the Univerſity, is not fit perhaps for me to publiſh; His own worth

worth doth it ſufficiently. *This good ſucceſs of this youths natural way of improving himſelf, made me ever after not much offended in a young Lads firſt attempts, with bald Latin (as they call it) ſo that there were good ſenſe aimed at under it; for where that is, and the boy be but conſtantly employed in the reading of good Authors, and every day neceſſitated to expreſs his thoughts upon ſome ſubject, there will be a moſt certain and infallible improvement; and without much urging of his Maſter, he will, as his years and judgment increaſe, of his own accord leave his bald and improper Phraſes; and, when he is preparing himſelf to write or ſpeak at any time, look upon them with as much ſcorn, as the young Gentleman would do upon his long Coats and Hobby horſe, when his Pantaloons are to be locked into the great Saddle.*

In the Examples of Epiſtles, I have ventured to put odd and unuſual names upon thoſe that write, as well as thoſe

that are wrote to, alluding for the moſt part ſomewhat to the matter diſcourſed of between them; but whether I have done well or ill in it, the event only will prove. I intended thereby a little to pleaſe and allure the young men, that they might with the more chearfulneſs addreſs themſelves to their buſineſs; and if I have but ſucceeded well in that, I am very well pleaſed, although I be thought to have plaid the fool: for when 'tis not only pleaſant, but uſeful alſo (as the Poet ſpeaks) deſipere in loco *I think 'tis equal to a Patent. A man has very good authority to do it.*

For the framing of Themes, I have given ſome Methodical Examples according to the directions preſcribed by others, which ſurely were deſigned by the firſt Preſcribers for more mature years, and better inſtructed judgments, than boys at School uſually arrive at; for of the many that have paſſed through my hands, I could never get above one or two, and thoſe of very extraordinary

diſcerning

diſcerning parts, to obſerve them: And indeed it ſeems ſomwhat an unreaſonable thing, that a boy ſhould be required to frame a Propoſition, *to prove and confirm it by Reaſons,* à cauſa, ab effectu, à ſimili, ab exemplo, ab authoritate, *before he has ſeen a word of Logick (for that I think is interdicted Grammar Schools) or knows what a Propoſition is, or has been at all inſtructed in the doctrine of the Topicks. Nevertheleſs I have attempted to ſhew, how that way of making Themes might be practiced, that others if they pleaſe, may try it and when they have found how fruitleſs it is, may, if they pleaſe, let it alone. If I can ſee at any time a youth ſpeak but any thing to the purpoſe, and follow but any kind of clue in his diſcourſe, though it be but in ordinary paſſable Latin, I ſet a mark of difference upon him, and think him worthy of great commendation. There are ſome that, beſides this, call for a* ſtile, *a* Ciceronian ſtile, *and upon occaſion can give ſome directions how boys may*

be

be taught this ſame ſtile. *The good men I hope mean well, and deſire only that boys, to their utmoſt capacity, ſhould be improved at School: And don't intend thereby to put an impoſſible task upon the Maſter, that they may be ſure to have ſomething to accuſe him of when they pleaſe. And yet ſuch is the teaching a young Lad a* Ciceronian ſtile, *a poor ignorant* School-boy *to talk like the moſt eloquent* Philoſopher *and* States-man *that ever was. Could any body but ſhew a boy, how he ſhould go to work to graſp as much ſenſe in his mind together, as* Cicero *did, poſſibly he might be taught to crowd as many words into a period too. But alas! the minds of Children are dark & narrow, they ſee very few things at once, and thoſe confuſedly, and without dependance of one another; their conceptions are ſhort, imperfect and interrupted, and ſo of neceſſity muſt their language be, if it be natural and their own. They may perhaps learn ſo much of* Cicero's ſtile, *if they be minded to obſerve,*

ſerve, as to place the Adjective after the Subſtantive, and make the Verb in a ſentence, like the Lieutenant at the heels of a Regiment, to bring up the reer. But then if they ſhould do ſo always, they would not imitate Cicero, *for he ſometimes does the contrary. However, thus far, and in ſome little inſtances beſides, which might be mentioned, it is not amiſs to adviſe them to leave the uſual way of placing words as they do in* Engliſh, *which they are too apt to follow, becauſe ſo far they will be able to underſtand your advice. But whoſo troubles himſelf further in giving directions to his Scholars for the ranking their words all in* Ciceronian *figure, and will not be pleaſed with their Exerciſes, unleſs every period runs roundly, and to the tune of* Tandem aliquando Quirites, *I am afraid, for the moſt part takes a great deal of pains to very little purpoſe. I ſpeak not this altogether by gueſs; I have ſometimes ſeen ſome boys, I ſuppoſe, that had oft been directed how*

how to place their words, employed to make a piece of Latin. The Engliſh that lay before them was very eaſie, and yet they made no diſpatch at all, I wondered in my heart what they were a doing all the while, and I perceived at length, that the poor boys had got the words in their pen, and were all that while weighing and conſidering with themſelves where to ſet them: and I believe, in regard they had nothing to direct them, but chance, or that which was uncertain, their own uninſtructed fancies, the more they conſidered the worſe they did; for the ſucceſs no way anſwering the time they ſpent, or the pains they were at, they brought forth at length the tranſlation they were about, with the words placed ſo unluckily, and in ſuch a perplexed diſorder and confuſion, that a man might as ſoon get the letters, which I have ſeen in ſome kind of Padlocks, purpoſely confuſed, into the magical or unlocking word, as to diſentangle their ſhackled Phraſes, and put them into ſuch

ſuch an order, as they might ſignifie to the Reader, what they intended they ſhould. But what then, muſt boys be let alone to place their Latin *words juſt ſo as they uſe to do in* Engliſh? *Not altogether; but I am afraid for the moſt part they muſt. For excepting only in ſome little inſtances, which I have touched on before, all attempts of remedy will be found worſe than the Diſeaſe, till their judgments clear up, and the muſick of their own ear awakes to direct them: which it very ſeldom does in boys, to any purpoſe, and in men alſo very differently. The moſt being not able by all the ways that the art of the Maſter can ſhew them, or their own induſtry find out, to arrive at a true* Ciceronian *ſtroke, by reaſon of a falſe clink they naturally carry in their ear, according to the different tune of which, they frame their periods and order their ſtile; not two in a hundred perhaps like one another, and yet all, more or leſs, coming ſhort of what they do, or ſhould aim at.*

I hope the Readers pardon may be obtained for this digreſſion, when he ſhall underſtand that it was deſigned as an excuſe for the enſuing Book, which being purpoſely framed to teach Boys to write and ſpeak Latin, has yet nevertheleſs given no inſtructions in what order to place their words, which the Author would very willingly have been at the pains to have done, could he have ſeen, that there had been any good effect but likely to have followed thereupon.

The laſt part of this Book concerns the making of Verſes, which is thought by ſome to be a very unneceſſary task, in regard that out of ſo many Verſe-makers at School there come forth ſo very few good Poets into the World. But although this be true, yet notwithſtanding there is good enough got thereby to keep up the reputation and practice of it. For the young Scholar, while he is contriving his Verſe, is oft times put upon the neceſſity of varying his phraſe, and muſt needs alſo at the ſame time learn the quan-

quantities of ſyllables, by which means he is inſtructed how to pronounce rightly many Latin words, which they that know not the true meaſure of ſyllables cannot do: which advantages, although they were away, yet methinks the practice of Grammar Schools in this particular might ſtill be allowed; for Boys are there to be put upon the tryal of their Wits, and who is there that knows but he may be as good a Poet as any is in the world, till he has tryed? 'Tis the difficulty, I ſuppoſe, of the firſt entrance of making of Verſes, that makes ſome ſo loath to it, and ſo ready alſo to plead againſt it: but much of that may be taken off by beginning, as this Book directs, with the Adonic *Verſe, that is made up but of two feet; which, by the help that is afforded from thence, every little Boy, that knows but how to make Latin, and can tell how to meaſure in due time but five ſyllables, may, after a little practice, be fully made Maſter of; and when he finds himſelf ſo to be, he will*

will with the more courage, and, without doubt, the better ſucceſs alſo, undertake the more difficult task of the Hexameter *and* Pentameter, *and ſo paſs on to what other kind of Verſe ſhall be required of him.*

And now the Author has ſaid all that he had to ſay by way of Preface to this little Book, which he wiſhes may be as uſeful to that Province of little People he deſign'd it for, as he knows his own deſires and endeavours are hearty and real to ſerve them, and then he is ſure, he ſhall be fully ſatisfied for the time and pains he beſtowed about it.

Engliſh

Engliſh EXAMPLES to be turned into *Latin*, beginning with the Nominative Caſe and Verb, as 'tis varied through all Moods and Tenſes.

Active Voice.

The Indicative Mood Preſent tenſe, with the ſign do.

Sing. I Do forbid, thou doſt perſwade, he doth knock. 1 *veto*, 2 *ſuadeo*, 3 *tundo*.

Plur. We do walk, ye do fight, they do draw. 1 *ambulo*, 1 *pugno*, 4 *haurio*.

without the ſign do.

Sing. I blame, thou commandeſt, he joyneth. 1 *culpo*, 2 *jubeo*, 3 *jungo*.

Plur. We laugh, ye weep, they perceive. 2 *rideo*, 2 *fleo*, 4 *ſentio*.

Paſſive Voice.

Indicative Mood Preſent tenſe.

1 *domor,*
2 *ſuadeor,*
3 *vincor,*

Sing. I am tamed, thou art perſwaded, he is overcome.

1 *culpor,*
1 *objurgor,*
4 *haurior.*

Plur. We are blamed, ye are chidden, they are drawn.

Active Voice.

Præter-imperfect tenſe.

2 *timeo,*
1 *pugno,*
2 *maneo.*

Sing. I did fear, thou didſt fight, he did ſtay.

3 *pono,*
2 *ſtudeo,*
3 *ludo.*

Plur. We did put, ye did ſtudy, they did play.

Paſſive Voice.

Præter-imperfect tenſe.

1 *vocor,*
3 *agor,*
1 *nominor.*

Sing. I was called, thou waſt driven, he was named.

3 *capior,*
3 *quatior,*
1 *culpor.*

Plur. We were taken, ye were ſhaken, they were blamed.

Active

Active Voice.

Præterperfect tenſe.

Sing. I have waſhed, thou haſt taken, he hath carried. 1 *lavo,* 3 *capio,* 1 *porto,*

Plur. We have bought, ye have fought, they have tarried. 3 *emo,* 1 *pugno,* 2 *maneo.*

Paſſive Voice.

Præterperfect tenſe.

Sing. I have been ſold, thou haſt been told, he hath been filled. 3 *vendor,* 2 *doceor,* 2 *impleor.*

Plur. We have been put, ye have been ſhut, they have been killed. 3 *ponor,* 3 *claudor,* 1 *necor.*

Active Voice.

Præterpluperfect tenſe.

Sing. I had ſpread, thou hadſt read, he had ſtrayed. 3 *ſpargo,* 3 *lego,* 1 *erro,*

Plur. We had ſwallowed, ye had wallowed, they had played. 4 *deglutio,* 3 *volvo,* 3 *ludo.*

Paſſive Voice.

Præterpluperfect tenſe.

1 *domor,*
1 *nominor,*
1 *vocor.*

Sing. I had been tamed, thou hadſt been named, he had been called.

1 *excitor,*
2 *doceor,*
1 *ſanor.*

Plur. We had been raiſed, ye had been taught, they had been healed.

Active Voice.

Future tenſe.

3 *capio,*
3 *pinſo,*
4 *dormio.*

Sing. I will take, thou wilt bake, he will ſleep.

1 *ſemino,*
3 *meto,*
2 *fleo.*

Plur. We will ſow, ye ſhall mow, they ſhall weep.

Paſſive Voice.

Future tenſe.

1 *iuror,*
1 *laceror,*
4 *ſentior.*

Sing. I will be ſworn, thou ſhalt be torn, he ſhall be felt.

4 *vincior,*
4 *invenior,*
1 *caſtror.*

Plur. We ſhall be bound, ye ſhall be found, they ſhall be gelt.

Impe-

Imperat. active.

Sing. Tame thou, let him command. 1 *domo*, 2 *jubeo.*

Plur. Let us draw, do ye fight, let them run. 4 *haurio*, 1 *pugno*, 3 *curro.*

Or,

Sing. Do thou laugh, let him ſing. 2 *rideo*, 3 *cano*,

Plur. Let us dance, do ye leap, let them ſtudy. 1 *ſalto*, 4 *ſalio*, 2 *ſtudeo.*

Imper. paſſive.

Sing. Be thou ruled, let him be beaten. 3 *regor*, 1 *verberor.*

Plur. Let us be led, be ye driven, let them be ſcourged. 3 *ducor*, 3 *agor*, 1 *flagellor.*

Or,

Sing. Be thou honoured, let him be diſgraced. 1 *honoror*, 1 *dedecoror.*

Plur. Let us be cleared, be ye condemned, let them be frighted. 1 *purgor*, 1 *damnor*, 2 *terreor.*

Potent. Mood. Præſ. tenſe active.

Sing. I may forbid, thou maiſt command, he may gainſay. 1 *veto*, 2 *jubeo*, 3 *contradico.*

Plur. We may obey, ye may require, they may run away. 4 *obedio*, 3 *exigo*, 3 *fugio.*

Or,

1 *do*,
3 *recipio*,
3 *ſolvo*.

Sing. I can give, thou canſt receive, he can pay.

4 *ſcio*,
3 *diſco*,
3 *repeto*.

Plur. We can know, ye can learn, they can ſay.

Potent. Mood Preſ. tenſe paſſive.

1 *vocor*,
2 *deridcor*,
1 *objurgor*.

Sing. I may be called, thou maiſt be derided, he may be chidden.

1 *verberor*,
2 *mordeor*,
4 *haurior*.

Plur. We may be beaten, ye may be bitten, they may be drawn.

Or,

3 *capior*,
1 *excitor*,
4 *amicior*.

Sing. I can be taken, thou canſt be raiſed, he can be clothed.

2 *defideor*,
3 *ſcalpor*,
3 *prehendor*.

Plur. We can be laughed at, ye can be ſcratched, they can be catched.

Præterimperfect tenſe active.

3 *dico*,
3 *rudo*,
3 *ludo*.

Sing. I might ſay, thou wouldſt bray, he ſhould play.

1 *remigo*,
1 *aro*,
1 *ſemino*.

Plur. We ſhould row, ye ſhould plow, they might ſow.

Præterimperfect paſſive.

2 *jubeor*,
1 *liberor*,
1 *verberor*.

Sing. I ſhould be commanded, thou mighteſt be delivered, he would be beaten.

Plur.

Plur. We ſhould be clothed, ye would be driven, they might be invited. 4 *amicior*, 3 *pellor*, 1 *invitor*,

Præterperfect tenſe active.

Sing. I might have asked, thou ſhouldſt have anſwered, he would have ſaid. 1 *rogo*, 2 *respondeo*, 3 *dico*.

Plur. We ſhould have fled, ye ought to have fought, they might have come. 3 *fugio*, 1 *pugno*, 4 *venio*.

Præterperfect tenſe paſſive.

Sing. I might have been bound, thou wouldſt have been fed, he could have been brought. 4 *vincior*, 3 *paſcor*, 3 *afferor*.

Plur. We ſhould have been praiſed, ye ought to have been chidden, they might have been ſent. 1 *laudor*, 1 *objurgor*, 3 *mittor*.

Præterpluperfect active of the Subjunctive Mood.

Sing. When I had ſlept, when thou hadſt wept, when he had kept. 4 *dormio*, 2 *fleo*, 4 *cuſtodio*.

Plur. When we had ſtrayed, when ye had played, when they had ſaid. 1 *erro*, 3 *ludo*, 3 *dico*.

Præterpluperfect paſſive.

Sing. When I had been grieved, when thou hadſt been refreſhed, when he had been relieved. 1 *vexor*, 3 *reficior*, 1 *liberor*.

Plur. When we had been known, when ye had been ſlain, when they had been thrown. 3 *noſcor*, 3 *interficior*, 3 *diſcutior*.

Subjunctive Mood Future tense active.

1 *cæno*,
2 *prandeo*,
4 *dormio*.

Sing. When I ſhall have ſupped, when you ſhall have dined, when he ſhall have ſlept.

3 *diſcedo*,
3 *eligo*,
3 *intelligo*.

Plur. When we ſhall have departed, when ye ſhall have choſen, when they ſhall have underſtood.

Fut. paſſive.

3 *emor*,
3 *quæror*,
2 *doceor*.

Sing. When I ſhall have been bought, when thou ſhalt have been ſought, when ye ſhall have been taught.

3 *jungor*,
3 *frangor*,
3 *vertor*.

Plur. When we ſhall have been joyned, when ye ſhall have been broken, when they ſhall have been turned.

Examples of the firſt Concord.

1. I Eat, you talk, but *George* ſleepeth.
2. We read, ye fight, the boys play.
3. The cock croweth, the hens cackle, the dog barketh.
4. The horſe neigheth, the ſow grunteth, the Aſs brayeth.
5. Geeſe gabble, women ſquabble, the cows low, the frogs croke.

Examples of the ſecond with the firſt Concord.

1. THe good boy learns, the naughty boy plays.
2. The ſwift horſe outruns, the ſlow horſe is overcome.
3. The fearful hare flies, the nimble dogs follow.
4. The hot fire burns, the fierce wind blows, the cold water is frozen.
5. The Maſter comes, the idle Scholars run.
6. The holy preacher ſpeaks, and in the mean while the idle boys talk to one another.
7. My horſe trots, your horſe ambles, and ſometimes || gallops.
8. Good Authors are read, but the bad are neglected.
9. The white privers fall, the black whortle berries are gathered.
10. Proud men ſhall fall, but the humble and lowly ſhall be lifted up.
11. Many books make not a ſcholar, but much reading, and great diligence.
12. Huge winds blow upon high hills.
13. A hungry horſe makes a clean manger.
14. High Towers fall, when as low Cottages ſtand ſure.
15. The weak reed yields to the boiſterous wind, when as the ſturdy oak is beaten down.

16. The

|| *ſaltans, incedo*, or, *exultim curro.*

16. The blind man eaſily wandreth out of his way.
17. A hungry dog will not refuſe dirty puddings.
18. Seaſonable ſhowers will bring forth fine flowers.
19. The green graſs is pleaſant to the eye.
20. When the ſhining Sun ariſeth, the pale Moon hideth her head.

Examples of all the three Concords together.

1. DO not thou blame me, who committed a leſs fault than thou didſt.
2. Thou art to be commended, who loveſt good letters better than vain liberty.
3. Evil men uſually hate him, that tells them the truth; but love him, that ſpeaks fair things.
4. We two, who ſtudy together, will eaſily repeat our leſſon.
5. O ye fooliſh boys, that love nothing but play, when will ye be wiſe?
6. That is the beſt horſe, that can outrun the reſt.
7. That boy is worthy of praiſe, that ſays his leſſon well.
8. My Maſter ſeldom commends me, who always play, when other boys ſtudy.
9. Is not this a ſtrange thing? I, who never ſtudy

ſtudy, can ſay: thou, who doſt always ſtudy, doſt always forget.

10. As a plant that is oft removed does not † thrive: ſo a Scholar that oft changes his Maſter, ſeldom becomes learned. † *vigeo.*

11. We, who now are wanton boys, may in time grow to be wiſe and ſober men.

12. Ye three, that ſit together, do always prate of I know not what trifles, that are not at all uſeful for the getting of the Latin tongue.

13. They are happy men, that not only know their duty, but alſo do it.

14. Thou † wouldſt * fain ſell me a horſe, who never hadſt a good one in thy life. † *valde, aut vehementer* * *cupis.*

15. Thou mayeſt believe me, who never uſe to deceive, either thee, or any other man.

16. We, who riſe early in the morning, have uſually a good ſtomach to our dinner.

17. Ye are worthily eſteemed fools, who mind only preſent things, and think not at all of that which is to come.

18. The boys, that came laſt to School, are put in the bill.

19. Was not I a good boy to day, that roſe betimes, and went to School, and ſaid my leſſon before I eat my breakfaſt?

20. Thou, who commendeſt thy ſelf ſo much, ſurely liveſt near bad neighbours.

Note concerning the firſt Concord.

1. *That if there be two Nominative caſes or more*

more, and the word and *be between them, then the Verb muſt be the plural number; though all the Nominative caſes be the ſingular; as in theſe Example*

1. Both my Father and my Maſter love me very well, and yet, when I offend, they chide me.
2. The husband and the wife are both alike in conditions, and yet they cannot agree.
3. If both Maſter and Scholar do their endeavour, much good will come on't.

Note ſecondly, *That if the Nominative caſes be of different perſons, the Scholar muſt remember, that the firſt perſon is more worthy than the ſecond, and the ſecond more worthy than the third; and always take care to make the Verb of the more worthy perſon, as in theſe Examples.*

1. I and my Brother read the ſame books together.
2. We two Brothers and my Coſen *George* will walk abroad this afternoon.
3. Thou and thy brother are both alike, medling in many things, but good at nothing.
4. Ye three of the firſt Form, and my brother of the ſecond, go on together a Snails pace.

Note concerning the ſecond Concord.

1. *That if there be two Subſtantives, or more, and the word* and *between them, then the Adjective muſt be the plural number, though all*

all the Nominative caſes be the ſingular, as in theſe Examples.

1. A hare, a horſe, and a greyhound are very ſwift in running.
2. An Aſs and a Camel are very ſtrong to bear burthens.
3. A Hawk and a Vulture are greedy of the fleſh of other birds.

Secondly note, *That if the Subſtantives be of divers Genders, the Scholar muſt remember, that the Maſculine Gender is more worthy than the Feminine, and the Feminine more worthy than the Neuter, and always take care to make the Adjective of the more worthy Gender, as in theſe Examples.*

1. The Hare, the Hen, and the Gooſe, were unclean to the old *Britains*, they never taſted of them.
2. *Mars* and *Venus* were taken together in *Vulcans* net.
3. The Carp and the Tench are grateful to the taſte, but hard to be taken.

The Scholar muſt further note, that, among Subſtantives ſignifying things without life, the Neuter Gender is moſt worthy, and if any of thoſe Subſtantives be of the Neuter Gender, the Adjective muſt be ſo alſo.

1. A Book, Quills, Ink, Paper, and a Penknife are very neceſſary for a School.
2. The Plough-coulter and the Plough-ſhare are both ‖ of iron. ‖ *ferreus, ænea.*
3. The beaks and tallons of Hawks are crooked

Note

Note *concerning the third Concord.*

1. *If there be many Antecedents, the Relative muſt be the plural number.*
2. *If the Antecedents be of different perſons or genders, the Relative muſt always be of the more worthy gender.*

1. I have killed both the cock and the hen, that ſpoiled the corn.
2. I blame both thee and thy brother, who were equally guilty.
3. I and thou, who walk together, will dine together.
4. Anger and chiding, which fright boys, do not procure love.
5. The ſparrow and magpie, that hop'd about the houſe, are dead.
6. The blackbird and nightingale, that ſung ſo ſweetly, are now ſilent.
7. The cheeſe and the butter, which are brought to market, are ſold.
8. The mare and foal, which trod down the corn, are put in the pound.
9. The foot and leg, which are the lower parts of the body, uphold the reſt.
10. The Sun and Moon, which are the two great lights, never ſhine together.

Engliſh Examples fitted to all the Grammar Rules, as they ſtand in order.

Verbum Perſonale, &c.

Demetrius ſpared Rhodes, when *he was* about to burn it, for the ſake of the picture of Jalyſius drawn by Protegenes. One *fine* † *piece ſaved* a whole City. † *imago.*

Nominat. primæ vel ſecundæ, &c.

1. If *I* ſay any thing *thou* denieſt it: If *I* deny *thou* affirmeſt it. *Thou* only art the man with whom *I* could never agree.
2. *Thou* only art my Patron, *thou* art my Friend always at hand to help me, when others afflict me: *I* were a wretch indeed, if ever *I* ſhould forget your kindneſs.

In verbis quorum, &c.

1. *They say* that Erisichthon for neglecting the holy Rights of Venus, was driven to so great poverty, that he gnawed his own bowels. The story is in the eighth book of *Ovid's* Metamorphosis.
2. *They report*, that Pausanias was starved to death of Agesilaus the father of Xerxes, because he had received mony of the same Xerxes to betray Sparta.
3. *It is said* of Eristhenes, that he was slain of his mother with hunger, because he had fought ill in a battel.
4. *It is reported* of Alexander that he oft said, That he ought more to Aristotle his Master, that taught him Philosophy, than to Philip his Father, that gave him a Kingdom.
5. *It is reported* that the Town of Bury is now grown sound; but it was told me yesternight, that the Pox are still much in the ‖ North-gate street.

‖ *vicus borealis.*

Non semper vox casualis.

1. *Always to play is* the property of one extremely idle.
2. *To find fault* with other mens actions, *is* far easier than to amend them.
3. *To rise betimes is* a thing very grievous to the slothful, but it *conduceth* much to the health of the body, and the quickness of the wit; for 'tis said, The Morning is a friend to the Muses.

Aliquando

Aliquando Oratio.

To read good Books much *availeth* to fill the mind with good thoughts, and by that means to make men wiſe and vertuous.

Aliquando Adverb. cum gen. &c.

1. *Part of the Citizens are* ſuch as no good man can converſe withal, but 'tis neceſſary that he ſeparates himſelf from their familiarity.
2. *Abundance of fears encompaſs* me whilſt I am amongſt them.
3. In every School *part of the boys are* good, part bad; part Scholars, part Dunces.
4. *'Tis little wiſdom* to expect a building, where Nature has laid no foundation.

Verb. Infin. Mod. pro Nom. Accuſ.

1. I am glad that *you* now *begin* to forſake your bad company, and to betake your ſelf to the ſtudy of good letters; but it had been better that *you* never had *wandred* from the paths of vertue.
2. They ſay that *your Brother ſpends* his time wiſely, and *lays* out his mony warily, always looking to that which is to come.

Verbum inter duos nominat.

1. The *delights* of a fool *are folly* and *madneſs*; *Letters* to him *are a thing* of nought, and *vertue ſeems a trifle*: his *eloquence* is *curſing*, and *threatning* the *dialect* of his commands.
2. The firſt *day* of every Month *is* the *Kalends*, the *fifth is* the *Nones*: except of March, May, July, and October; for in them the *ſeventh is* the *Nones*, and the *fifteenth* the *Ides*.

Perſonalia præced. &c.

1. It *ſhameth* me of my former negligence, that I am grown up to the ſtature of a man, and yet am as ignorant, as a boy of eight years old.
2. But truly *it irked* me of the continual labour and attendance which Letters required.

Nomen multitudinis, &c.

1. A *company* of offenders, though great, *will* never *make* a bad cauſe good.
2. When two men fall out and fight, for the moſt part *both are* † to blame.
3. The *common people* for the moſt part *are* ill judges of controverſies.
4. And a *multitude* in an errour *are* not to be followed.

† *to be blamed.*

Adjectivum

Adjectivum cum Substantivo, &c.

1. A *woman beautiful* and *chast* is as *rare* to be *seen*, as a *black Swan*.
2. The *soft drop* of water by oft falling makes *hollow* the *hard stones*.

Ad eundem Modum Part. & Pron. &c.

1. Hercules himself is not *able* to resist two *fighting* against him.
2. 'Tis hard to recover *lost strength*.
3. *Our age* passeth away like a shadow, and is nothing, if compared with eternity.

Aliquando Oratio supplet, &c.

1. It being heard that the Master ‖ was a coming, the boys were silent. ‖ *venio.*
2. To flatter men * before their faces, and † behind their backs to speak ill of them, is ‖ base. * *coram.* † *clam.* ‖ *a base thing.*

And note here, that when the word thing *is joyned to an Adjective, or may be joyned to it, then you need not write any Latin for* thing, *but may put the Adjective in the Neuter gender.*

But sometimes the Adjective is put alone, and the Substantive man *or* men *left out, and then you must add one of those Substantives to it and make it agree therewith; as*

1. The *rich* are honoured, but the *poor* are despised.
2. The *wicked* fleeth when *none* pursueth, but the *righteous* is bold as a lion.

3. A word is enough to the *wise.*

Relat. cum Anteced. &c.

1. O happy *boy, who* canſt remember whatſoever thou readeſt.
2. But be not proud, nor contemn *us, who* can have no better memory, than Nature has given us.
3. It is eaſie for *you, who* riſe betimes, to be here at prayers.
4. *I, who* came but a little before ſeven, have ſtayed almoſt an hour expecting you.

Nec unica vox ſolum, &c.

1. When I was down, *thou didſt trample upon me, which* was ‖ exceeding ‖ foul play.
2. *Nay, thou wouldſt not ſuffer me to riſe,* leſt I ſhould have laid thee where I was, *which* was the part of a coward.
3. He, *who was lately my enemy, came yeſterday to viſit me being ſick, which* I took very kindly, and hereafter will account him as my friend.
4. Thou *comeſt late,* and when thou art here *ſtudieſt little, both which* are properties of a ſluggard, and very hurtful to a Scholar.
5. Yeſterday the *evening was gray,* and to day the *morning is red,* and the *weſt wind blows gently, which* all are good ſigns of fair weather.

‖ *valdè iniquus.*

Relat. inter duo Anteced. &c.

Nunc cum priore.

1. There is a *place*, *which* is called the *Market*, in which all kinds of things are to be ſold.
2. There is a *fiſh*, *which* is called an *Oyſter*, the moſt pleaſant of all ſhell-fiſhes.

Nunc cum poſteriore.

1. We have a *City* here in England, *which* men call *LONDON*, wherein men of all trades live; Goldſmiths, Drapers, Taylors, Weavers, Shoemakers, Carpenters, Joyners, Grocers, Mercers, &c.
2. The *ſtar*, which is named *Phoſphorus*, is the *ſame which* they call *Veſper*, as ye, who are Aſtrologers, know very well.
3. Thoſe *delights* are to be avoided, *which* have been accounted *ſins*, of the wiſeſt and beſt ſort of men.
4. The *actions*, *which* ſome call *vertues*, are to be abhorred.

Aliquando Relat. &c.

1. There is no man but will commend *your* condition, *who* live quietly, and ſafely, when other men are diſquieted with neceſſary buſineſs, or unneceſſary contention.
2. They ſtrive to diſturb *our* quiet, *who* never did them any injury.

3. They may hear the cries, and pity the complaints of *us lamenting*.

Quoties nullus nominat.

1. Great is the torment ſure of Tantalus, *who* being both thirſty and hungry, *ſtandeth* up to the chin in water, and hath apples hanging juſt at his mouth, and yet can neither touch water nor apples.
2. Ye, *who are* covetous, are even plagued like Tantalus, for when you have ſtore of mony lie by you, *which can* eaſily *afford* you meat and drink, you dare nor ſpend it, but ſtill ſuffer your ſelves to thirſt and be hungry.
3. We, *who converſe* with men, muſt not expect always to be quiet and ſafe, but muſt be liable to ‖ what injuries other men will do us.

‖ *the injuries which*

4. I, *who am* called a Scholar, am aſhamed to do any thing unworthy of my name.
5. 'Tis no learning, *that does* not *teach* good manners.
6. Who would pity thee, when thou ſuffereſt puniſhment, *who* never *careſt*, either to pleaſe thy parents, or profit thy ſelf?
7. Am not I to be commended, *who riſe* at ſix of the clock every day, and am at School before ſeven, and ſtudy diligently till eleven, and am ſeldom guilty of any fault?
8. Surely thou, *that commendeſt* thy ſelf ſo much, either liveſt by bad neighbours, or elſe thinkeſt better of thy ſelf, than is fit.

At ſi Nominat. Relat. & Verbo, &c.

1. Let that boy be given to me, *whom* glory *encourages*, *whom* commendation *delighteth*, who being overcome crieth. *Quintil.*
2. Death, *which* we *fear* ſo much, doth but break off life, not take it away. The day will come, which will reſtore us to the light, *which* many *would refuſe*, but that it brings them back again forgetful. *Senec.*
3. He is not rich, *whoſe* mony *is* encreaſed, and *whoſe* flocks *are* many; but he to *whom* a quiet and contented mind *is given.*
4. Give of thoſe things, with *which* thou *aboundeſt*, to them ‖ to *whom* there is need, ſo ſhalt thou be loved of all, *to whom* liberality *is* a delight. ‖ to *whom* need *is.*
5. Why ſhouldeſt thou ſo much admire the happineſs of Courtiers, *whoſe* glory and ſplendor at the pleaſure of their Prince preſently *fades* and *vaniſheth?*
6. Beauty is like a Roſe, *which* one and the ſame day *openeth* and *killeth.*
7. That man may think himſelf to have skill in ſpeaking *whom* Tully *pleaſeth. Quintil.*
8. Milo was a ſtout wreſtler, *to whom* the like *was* not to be found, in ſeeing of *whom* the ſpectators *ſtood* amazed.
9. We read Tully, in compariſon of *whom* all other Orators *are* of ſmall account.

Cum duo Subſtant. &c.

i. e. Of *between two Subſtantives is a ſign that the latter muſt be the Genitive caſe.*

1. The *wonders* of the *world* are ſeven.
   1. The *Pyramids* of *Nile.*
   2. The *Tower* of *Pharus.*
   3. The *Walls* of *Babylon.*
   4. The *Temple* of *Diana* at Epheſus.
   5. The *Sepulchre* of *Mauſolus.*
   6. The *Coloſſus* of the *Sun* among the Rhodians.
   7. The *Image* of the *Olympian Jove.*

   To which ſome add The *Houſe* of *Cyrus.*
2. Democritus, when he thought the *edge* of his *mind* to be hindred by the *ſight* of his *eyes*, pull'd them out, that he might the more earneſtly conſider and find out the *cauſes* of natural *things.*

   Sometimes of *is left out, and the latter Subſtantive ſet firſt, as*, my brother's book, my father's horſe, *then ſet the Subſtantives right, and* of *between them, as*, the book of my brother, the horſe of my father, *and ſo the conſtruction will be eaſie.*

   2 1
3. The *Maſter's rod* is a great help to the
   2 1
   boy's diligence.

   2 1 2 1
4. The *Rider's ſpur* makes the *Horſe's feet* to move nimbly.

   2 1
5. The *Labourer's hire* is not to be kept back.

   2 1 2 1
6. *Maids Children*, and *Batchelour's wives* are uſually well taught.

Pro-

Proinde hic Genit. ſæp. in Adj. &c.

1. There are four humours (as 'tis ſaid) of the ‖ *body of man*, phlegm, choler, blood and melancholy.
2. Cato ſaith, that the cramp may be cured, if a ringle of † *Sea-wormwood* be worn about the finger.
3. My *Maſter*'s Son is gone to my *Father*'s houſe, whither alſo ſome men ‖ *of the Country* are gone.
4. In † *winter* time men love good fires and good chear.

‖ *i. e.* of a *humane body.*

† *marinus, a, um*

‖ *ruſticus, a, um.*

† *hybernus, a, um*

Eſt etiam ubi in Dat. &c.

A good Scholar is a great *ornament* of [or to] a *School*, a great *comfort* of [or to] his *Parents*, and in progreſs of time may become a great *bleſſing* of [or to] the *Common-wealth.*

Excipiuntur quæ in eodem caſu, &c.

1. *Perimele* a *damoſel*, having ſuffered violence and a rape from Achelous, was thrown down headlong of her *Father Hippodamas*, deteſting the wickedneſs.
2. *Medea* the *daughter* of Æta, being rejected of Jaſon (whom ſhe had entertained, and taught the way of watching the Golden-fleece) ſlew her *Sons Dindymus* and *Theſſander*, which ſhe had by him.
3. *Scipio*, as yet a *boy*, reſcued his Father encompaſſed of the enemies at Tycinum or Trebii.

4. *Emulation* an excellent *vertue* is moſt evident in young men.

Adjectivum in Neutro genere.

i. e. *If you have a Subſtantive come after any of theſe Adjectives,* this, that, much, little, more, leſs, *and the like, you may put the Adjective in the Neuter gender, and the Subſtantive in the Genitive caſe.*

1. He that hath but a *little mony,* and is content therewith, is far more happy than he that hath *much gold* and ‖ *no quiet.*

‖ *nihil,* not *nullum.*

2. So *much mony* as thou haſt, ſo *much credit* ſhalt thou have.

3. Moſt men look forward upon the vices of others, and ſee not *that wallet,* which is at their own back.

4. There came a ſtranger to us *this night,* who told us, that in the Country where he lives, men do not eat *half* the *meat,* that they do here; that there is *more day,* and *leſs night, more cold* and *leſs heat.*

5. There is *much pleaſure* to be taken in reading good books, and far *more profit,* than in ſpending our time in vain ſports.

Ponitur interdum Genit. &c.

† the Church *of Paul.*

‖ the ſign of the *Bell.*

* John the ſervant of my *Maſter.*

1. When I was at London I went to † *Paul's,* and in the Church-yard, at ‖ the *Bell,* all kind of Books were to be ſold.

2. I left my * *Maſters* John at the *Eagle,* I am

am afraid leſt he ſhould be drunk before he comes home.

3. The ‖ third of the *Kalends* of February was a very black and ſad day. ‖ the third day

Laus & vituperium rei, &c.

1. Cicero's Parents were of *mean condition*, yet he himſelf was a man of *ſuch eloquence*, that at Rome he was reckoned among the chief of the Senatours.
2. Never was there any man of *great learning*, which was not firſt of *great diligence*, we are not born † Scholars. † *doctus.*

Opus & uſus Ablat. &c.

1. As there is *need* of *tools* for a workman to perfect his work, ſo there is *need* of *diligence* in a youth that intends to be a Scholar.
2. If thou haſt a ‖ high mettal'd horſe, thou haſt *need* of a *ſtrong bridle*. ‖ *ferox.*
3. But if thy horſe be † dull, then thou haſt more *need* of *ſpurs*. † *tardus.*

Opus autem Adject. pro neceſſ.

1. There are many things *neceſſary* for the husbandman to till the earth, ploughs, harrows, oxen, yokes, skill, and much labour.
2. So for the adorning of the mind with learning there are alſo many things *neceſſary*; books, a ſkilful teacher, much labour and diligence.

Adject. quæ deſiderium.

1. It behoveth thoſe, that are *deſirous* of *learning*, to be *mindful* of thoſe *things* which they are taught.
2. Thoſe, who are *covetous* of *riches*, for the moſt part are neither *skilful* of *letters*, nor *ſtudious* of *vertue*.
3. He ſurely is very *ignorant* of the ordinary *courſe* of things, that never looks upon book, and yet hopes to be a Scholar.
4. Proud men are very *forgetful* of their own *original*.
5. I do not doubt but thoſe, that are *rude* of *letters*, are alſo very *uncertain* of the *paths* that lead to vertue.

Adject. verbalia in ax. *&c.*

1. He that is of a *daring mind*, is for the moſt part an *avoider* of *ſtrife*, and will not fight, unleſs exceedingly provoked.
2. They that are *capable* of *learning*, are very ‖ *apt to retain* thoſe things that they read.
3. Time is a devourer of things.

‖ *tenax.*

Nomina partitiva, &c.

1. *Whoſoever* of the *boys* he was, that behaved himſelf ſo clowniſhly, he ſhall ſurely ſuffer puniſhment.
2. Romulus built Rome, and was the *firſt* of all the Roman *Kings*.
3. Study thy leſſon, or be whipt: chooſe *whether* of *thoſe two* thou wilt.

4. Virgil

4. Virgil was the *moſt learned* of the Latin *Poets*, and Demoſthenes the *moſt eloquent* of all the Athenian *Orators*.
5. *Which* of the *Poets* was that, who by the ſound of his Harp made wild beaſts and trees to dance after him?
6. Tullus Hoſtilius was the *third* of the *Roman* Kings, and Octavius Cæſar the *ſecond* of the *Emperours*.
7. *Twenty* of the *birds*, which I catched, were Sparrows, *fourty* of the *Oxen*, which were drove into the paſture, leap'd over into the next cloſe.
8. *Which* of theſe *books* is thine? *neither* of *them*.
9. Is any man ſuch a fool ‖ to refuſe gold, the moſt *precious* of *metals*, when 'tis offered to him?

‖ *i. e.* who will refuſe.

In alio tamen ſenſu ablat. &c.

Thou wert the *third after me*, Peter the *fourth after* my *Brother*; *after him* I believe there will come no body.

In alio Dat.

Tarquin was the laſt of the Roman Kings, but *ſecond* to *none* in the pride and greatneſs of his mind.

uſurpantur autem cum His præp.

1. Take heed, ſome *of* you, that come after ſeven of the clock, ſhall be whipped to day. I was firſt *before* all.
2. Thou art the moſt learned *amongſt* all the Scholars: be thou therefore the moſt modeſt, and the moſt civil *among* them all.

Interrog. & ejus Reddit.

1. *Who* came firſt to day? *I* and my Brother. *whoſe* Book is this? *William's*. To *whom* ſhall I give it? To *me*, if you pleaſe.
2. To *whom* didſt thou give my pen? To *Thomas*. *whoſe* Ink-horn is this? My Brother's. *whom* ſhall I invite to dinner? Thy *Father* and *Mother*.

Fallit hæc Regula, &c.

[*cujus, a, um.*

1. ‖ *whoſe* Cattel are theſe? Meliboeus's.
‖ Whoſe knife is this? The Butcher's.
‖ Whoſe houſe is this? My Father's.

Aut per dictionem variæ Synt.

1. Were you condemned of *negligence* or *ignorance?* Of both. For *how much* did you buy your knife? For a *ſhilling*.
2. Were you admoniſhed of *lazineſs* or *dirtineſs?* I know not, I think of many things at once.

Fallit

Fallit denique cum per paſſeſſ.

1. Whoſe horſe is this? Ours. Whoſe dog is this? Mine. Whoſe Ink-horn is this? Thine. Doſt thou not know that which is thine own?

Compar. & Superlat. &c.

Thou art the *moſt loving* of all my *School-fellows*, and thy brother is the *moſt wicked* of all *knaves*.

Comparat. extra ad duo, &c.

Romulus was the *more fortunate* of the *two brothers*, and Tarquinius Superbus the *moſt* wicked of all the five Roman *Kings*.

Comparat. cum exponuntur, &c.

1. Learning is better *than* gold, and more precious *than* jewels.
2. Old men are for the moſt part wiſer *than* young.

Adſciſcunt & alterum Abl.

By *how much* you are the *more learned*, by *ſo much* be the *more modeſt*. He is wiſer *by much* than you.

Junto

Tanto quanto, &c.

1. He that is the eldeſt is *far* the wiſeſt of all his brethren.
2. Thy brother is *much* younger than you, and yet *far* a better Scholar.

Adject. quibus Commodum, &c.

1. Covetous men are not *unlike* to *them* that are ſick of the dropſie; the more they drink, the more they deſire.
2. Trouble is *grievous* to a quiet *mind*, and *hurtful* to the *ſtudies* of letters.
3. Be *courteous* to all *men*, and an *enemy* to *none*, although they be *enemies* to *vertue*; for men are not to be hated, but vices.
4. The Scots are *borderers* to the *Engliſh*, but very *contrary* to *them* in their diſpoſitions and manners.
5. To riſe betimes, and eat little, and ſtudy much, are very *profitable* for *thoſe* that ſeek after learning.
6. Be *pleaſant* to *all*, and *lowly* to thy *betters*.
7. He is *fit* for the *office* of a Magiſtrate, whom neither fear nor love can move from the ways of juſtice.

Quædam ex His quæ ſimilit. &c.

1. Children for the moſt part are *like* their *Parents*, and Servants ſtrive to be *like* their *Maſters*.
2. They are next *neighbours* to *fools*, that anſwer

anſwer before they know what is asked.

3. It is no ways juſt, that a Servant, that is moſt *faithful* to his *Maſter*, ſhould be puniſhed for every little miſcarriage, which he unwillingly committed.

Communis, alienus, &c.

1. No man is *free* from the *power* of death.
2. Diſeaſes and afflictions are *common* to all *men.*
3. There is none ſuch a *ſtranger* to the *counſel* of a wiſe mind, but he thinks the paths of vertue to be more ſafe, than the broad ways that lead to vice and wickedneſs.

Natus, commodus, incommodus, &c.

Thou art ſo *earneſt* || *in* the *ſtudies* of good letters, and ſo uſeful to thy School-fellows, that thou ſeemeſt as it were born to a Crown of Laurel. || *ad.*

Verbalia in bilis, &c.

1. Thou, who followeſt the ſame ſtudies with me, art *to be loved* of *me* exceedingly.
2. Some mens hearts are ſo ſtout, that they are to be *pierced* with no *affliction.*

Magnitudinis menſura, &c.

1. My book is two *inches thick.*
2. Our form is four *ells long.*
3. The ſhadow of my body in the morning is many ‖ *yards long*, when at noon 'tis not more than *one.*

‖ A Yard *was no Roman meaſure, and ſo there is no proper Latin word for it; here you may uſe* ulna *inſtead of it.*

Interdum in Ablat.

The School is *thirty foot long*, but wide not above ten. My † waſte is a ‖ *yard about.*

† *corporis medium.*
‖ *tres pedes.*

Interdum in Genit.

That walk is well to be liked in a Garden, that is eighteen *foot broad*, and a hundred and fifty *long.*

† *in circuitu craſſus.*

Adjectiva quæ ad copiam, &c.

1. Childhood is *full* of *folly.*
2. He is *ſtored* with *riches* that is contented.
3. None is uſually ſo *void* of *wiſdom*, as he that thinks himſelf moſt wiſe.
4. He is not always rich that hath bags *full* of *mony*; but he that ſeems to himſelf to have enough, and knows how to uſe that which he hath.
5. I had rather, when I ſtudy, that my ſtomach ſhould be *empty* of *meat*; for when the belly is *full* of *meat*, it uſually ſends

ſends up vapours into the head, which clouds the underſtanding.

6. In Summer time the Bees return to their hives, having their bladders *full* of *hony*, and their thighs *laden* with *thyme*.

Nomina diverſitatis Ablat. &c.

1. Thou art ‖ *altered* from that which thou wert formerly; who before wert exceeding negligent, and now art over diligent. ‖ *alius.*
2. The Lad which thou ſo condemneſt is altogether *diverſe* from *his brother*, who of all two footed Creatures is the moſt knave.

Nonnunquam etiam Dat.

That thing which thou ſpeakeſt is altogether *diverſe* from *that* which we were talking of.

Adject. regunt Ablat. ſignif.

1. Scholars for the moſt part are *pale* with *ſtudy*, except thoſe, who ſpend more time in celebrating the Orgies of Bacchus, than in courting the Muſes.
2. So much are men given to intemperance, that though their backs are *crooked* with old *age*, yet their faces are ſtill *red* with *wine*.
3. Some men are *pale* with *anger*, others are red. My face is *black* and *blew* with the blow which thou gaveſt me.

Forma vel modus rei.

1. He is a *Scholar* only in *name*, that comes to School, and learneth nothing.
2. The Africans think *women* of the *blackeſt colour* to be the moſt beautiful.
3. Although the *faces* of the Africans be of a *foul blackneſs*, yet their *teeth* are of a *ſnowy whiteneſs*.

Dignus, Indignus, &c.

1. That man is *worthy* of *praiſe*, who is *contented* with a *little*: But ſure he is ‖ blind that prefers gold before vertue.
2. A man *endowed* with *vertue*, is *worthy* of all *honour*; and he is *unworthy* of *life*, that does not reverence ſuch a one.

‖ diſeaſed in his eyes.

Horum nonnulla, &c.

Come thou excellent man *worthy* of thy great *Progenitors*, take now a work upon thee *worthy* of thy *pains*.

Mei, tui, ſui, &c.

1. I love thee ſo well, that part *of thee* ſeems to be ſhut up in my body.
2. Keep † *my picture* with thee.

† *i. e.* the *picture* which is made *like me*.

Mea

Meus, tuus, &c.

Thy fine *horſes, thy heaps* of gold and ſilver will not give any eaſe to thy ſick body, nor ſecure thee from the ſtroke of death.

Noſtrum & veſtrum, &c.

1. *None* of *you* looks after his leſſon.
2. The *beſt* of *us* is bad enough.
3. The *youngeſt* of *us* is the beſt Scholar, and the eldeſt has the moſt riches; let not that ſeem a wonder to *any* of *you*.

Hæc poſſeſſiva meus, tuus, ſuus, &c.

1. Thou doſt this of *thy own mind*: others when they are admoniſhed, ceaſe to be evil; but *thy* ſin *alone* cannot be amended.
2. In the memory *of us all* there were houſes ſtanding, where there now grows ſtanding corn.
3. The repeating *of us two* will ſhew whether is the better Scholar.
4. It is agreeable to few *of your praiſes*, that no body can ſay.
5. I ſay 'twas *by my* means *alone*, that we ſaid our leſſon ſo well to day.
6. Every one is greedy *of his own* praiſe, when as no body reads the verſes *of me*, *fearing* to recite them.

Sui & ſuus reciproca ſunt, &c.

1. He doth well to *himſelf*, that doth well to *his* friend. He loves *himſelf*. He pleaſeth *himſelf*.
2. Every Creature loves *its own* off-ſpring. The hen broods *her* chickens. The cow licks and ſuckles *her* calf.

Aut annexa per copulam.

1. My Maſter deſires, if you love *him*, that you would come to *him* and take care of *his* Son.
2. My Father ſent me to my Maſter, that I ſhould ask *him*, that he would come and dine with *him* to day.

Ipſe ex pronominibus, &c.

That very man, which is ſo much thy friend, is my greateſt enemy. *I myſelf* have heard it, and *thou thy ſelf* haſt ſeen it.

Idem etiam omnibus perſonis.

I the *ſame man* did it. *Thou* the *very ſame man* ſaidſt it. The *ſame love* joyns friends, and keeps them joyned.

Hæc demonſtrativa, &c.

I chooſe *this* with me, rather than *that* with thee; but I had rather have *that*, which lies yonder, than them both.

Hic

Hic & ille cum ad duo.

Theophraſtus and *Demoſthenes* are ſaid to have ſtood ſpeechleſs, at the beginning of their Orations; *this* when he was to have ſpoke before King Philip, *that* when he was to have made a ſpeech in the Areopagus.

Verba Subſtantiva, &c.

Thou art *called Peter.* Cæſar *is* our *King.* Pompey is *ſaluted General*, and *is accounted* the wiſeſt *Captain* of all the Romans.

Denique omne ferè, &c.

I ſaid my leſſon *firſt* this day. *Study ſilently, learn diligently. Thou ſleepeſt with thy face upward.* Thou goeſt upright.

Infinitum quoque, &c.

Thou ſtudieſt *to ſeem learned*; but *I* had rather *be* a *Scholar* indeed, than to be accounted ſo. I am glad that *you are returned ſafe.*

Quamvis in his poſtremis, &c.

I am not at leiſure *to be ſick.* It is not lawful for *me to be* a *diſſembler*, and yet unleſs I be I cannot live.

Sum genit. poſtulat.

1. This book *is* my *Brother's*. Why ſtandeſt thou here? thou *art* not of *our Form.*
2. It *is* not the part of a well mannered *Scholar* to wander about the School.
3. It *is* the part of *Kings* to defend the laws, and the duty of ‖ *Subjects* to defend their Kings.

‖ *civis.*

Excipiuntur Hi nominat.

1. It *is thy turn* to parſe to day; it *is my part* to have a care, that I conſtrue well.
2. *It belongs not to me* to look to thy leſſon.
3. *It is our part* while we ſtudy to ſpeak low, and to ſpeak out when we repeat to our Maſter.

At Hic ſubintelligi videtur, &c.

It is your duty to obey your Parents, to give his due to every man: to live juſtly, chaſtly, and honeſtly.

Verba æſtimandi, &c.

1. Thou *eſteemeſt* play *more* than learning; but I *account very much* of learning, and think it of *more worth* than gold.
2. One eye-witneſs *is* of *more value*, than ten eared ones.

3. We

3. We *eſteem* thy friendſhip *at nought*, who art of ſuch an unconſtant mind, that thou loveſt the ſame man, and hateſt him at the ſame moment.
4. Perhaps you *little regard* what ſhall become of me; but I have ever *made very much reckoning* of you.

Æſtimo vel Genit. vel Ablat.

I *eſteem* thee *much*; becauſe thou art a good Scholar. He that cares not for me, I do not *eſteem* him *this*.

Flocci, Nauci, nihili.

I do not *weigh* thy threatning *a ruſh*. I do not *care* a *ſtraw* for all thy ſpite. Do what thou wilt, I *care* not *this*.

Singularia ſunt iſta.

I deſire *you would take in good part* that which I have ſaid; for you know I am your friend, and very much deſire your good.

Verba accuſandi, &c.

1. I *admoniſhed* thee of *thy negligence*, and now thou art to be *accuſed* of too much *diligence*.

2. I *condemn* thee *for thy pride*, though for this time I *abſolve* thee *of thy fault*.

Vertitur hic Ablat. aliquando, &c.

If thou *condemneſt* me *of Ignorance*, I will *condemn* thee *of the ſame fault*. I thought thee *to be admoniſhed* of *the ſame crime*.

Uterque, nullus, alius, ambo, &c.

Is he *accuſed* of theft? or murther? or *of both?* Of *neither*: but *condemned* of *very many* things at once.

Satago, miſereor, miſereſco, &c.

1. What doſt thou meddle with other mens buſineſs, when thou *haſt enough to do* of thine own?
2. He that *pitieth* not the *poor*, is very unworthy to be rich.
3. Great minds are very eaſie to *compaſſionate* the afflicted.

Reminiſcor, obliviſcor, &c.

Thou art a good boy, who *remembreſt* thy *breakfaſt* and *forgetteſt* thy *book*; *remember this* hereafter.

Potior ant Genit. aut Ablat.

1. Every one does not *enjoy* that *thing* which he wiſhes for.

2. In

2. In the war between Pompey and Cæſar, Cæſar *enjoyed* the *victory*, and the *ſpoils* of his enemies Tents.

Omnia verba acquiſitive.

1. Every man ſeeks to *get* riches for *himſelf*, but no body ‖ looks to the publick good. ‖ *conſulo.*
2. The net is not *laid* for *the hawk* and *pattock*, which do miſchief, but for the *partridge* and *pheaſant* † which are good to eat. † *qui ſunt eſui.*
3. He is wiſe to *all men*, and only a fool to *himſelf.*
4. We are not only *born* for *our ſelves*; our Country challenges part, our Friends part, our Parents part.

Imprimis verba ſignificantia.

1. He will do all that he can, that he may * *injure me.* * *incommodo.*
2. A good man deſires to *profit all*, and *hurts no body* willingly.

Ex quibus quædam, &c.

It *conduceth* much to the *education* of a youth, that he hath a skilful Teacher, who always *lies* hard at his *work*, and *ſtudies* wholly *this one thing*, that his Scholar may be learned.

Verba

Verba comparandi regunt Dat.

He is equal to his Father both in riches and learning, and yet dares not *compare* himſelf *to you.*

Interdum Ablat. cum præp.

Compare Virgil and *Mantuan*, and ſee which is the better Poet. I dare not *compare* my ſelf *with thee.*

Aliquando Accuſat. &c.

Heſiod, if *compared* to *Homer*, is no body.

Verba dandi & reddendi.

1. He that *giveth* to the *poor*, *lendeth* to the *Lord.*
2. Thou canſt never *give* enough *to* an ungrateful and greedy *man.*

Hæc variam habent conſtructionem.

1. I beſtow this book on thee, beſtow thou an hour every day in reading of it.
2. Thy brother *imparts* much *health to thee*, but likes not thy letters, becauſe thou doſt ſo often *make blots on thy paper.*
3. The Stable-groom hath *ſaddled your horſe*, but I will not *counſel you* to go the

the journey which you appointed; *ask counsel* of your *Father.*

4. It is the part of every one *to look* to his own *health.*
5. He hath ill *determined* that thing *against me.*
6. My Brother is very ſick, *I am much afraid of him.*
7. I *fear my Maſter* very much when he is angry.

Verba promittendi ac ſolvendi.

Thou didſt *promiſe me* a pen. I will *pay thee* the ink which I owe thee, when I ſhall be able.

Verba imperandi.

He commands his mony that ſpends it as need requires; but if a man dares not touch his full bags, his mony *commands him.*

Dicimus tempero, moderor, &c.

1. Many a man can *rule* his *horſe*, that cannot *rule* his *wife*; and many a one can *order* his *wife*, that cannot *govern himſelf.*
2. We *refer* this matter *to you*, whether you will give us leave to play.
3. *Give* theſe letters *to the Carrier*, which are dated to thy Brother.

4. I *ſent* Letters to *thee* the laſt week, and wonder that thou haſt not *wrote* to *me* theſe two years; when you write *give* your Letters *to this bearer*.

Verba fidendi Dativum regunt.

1. No man will be willing to *truſt him* again, that hath once deceived him.
2. It is eaſie cheating him, that will *believe every body*.

Verba obſequendi & repugnandi.

1. We ought to *obey thoſe*, to whom God has given power to command us.
2. *Reſiſt* the *beginnings* of anger, and *yield* not to the firſt *motions* thereof.

At ex his quædam, &c.

1. This was *added* to my other *misfortunes*, that when I was in a good condition, I could not think my ſelf ſo.
2. It is manifeſt to all, that there is *no agreement between him and his brother*.
3. *The ſavage Lions agree among themſelves*, why then ſhould not men?
4. There is *difference* between the *Jackandpes* and the *Monkey*; the one has a tayl, and the other has none.
5. If thou canſt, *contend with none*; but 'tis madneſs *to ſtrive againſt three* together, when Hercules himſelf can do nothing againſt two.

Verba minandi & iraſcendi.

My Father *threatned me* ſore, but I hope he will not be *long angry with me*; for he is eaſily appeaſed that is angry unwillingly.

Sum cum compoſitis, &c.

1. A good Scholar *is* an *ornament* to a *School:* He *binders none*, but *profits many* of thoſe that are not ſo learned as himſelf.
2. When the Maſter *is preſent* amongſt *his Scholars*, they ſtudy diligently; but when he is abſent, they do what boys ‖ uſe to do. ‖ *ſolet.*

Dativum poſtulant verba compoſita, &c.

Cum præ, ad.

1. Thou *excelleſt* thy *School-fellows* in learning, add to thy † natural parts diligence, and I do not fear but thou wilt anſwer the hopes of all men concerning thee. † *ingenium.*

Con.

2. It *conduceth* much to the *making* of a Scholar, that he often meditate of thoſe things which he hath been taught.

Sub.

3. Summer *ſucceeds* the *Spring*, Autumn *Summer*, Winter *Autumn*; in Summer men love *to be under* a cool *ſhade*, in Winter under a *warm houſe*.

Ante.

4. Study to *excel* all *other* in learning, for that is it which wiſe men *ſet before gold*; who had rather *go before others* in the vertues

vertues of the mind, than in the multitude of riches.

Poſt.

5. Mony is to be *ſet after* [*i. e.* to be eſteemed leſs than] *a good name.* Wiſe men *make leſs reckoning* of their preſent *quiet*, than their future ſafety.

Ob.

6. *Object* poverty *to no men*, nor *oppoſe any*, whom thou knoweſt to be ſtronger than thy ſelf, nor *obtrude* thy ſelf *into the familiarity* of thy betters.

In.

7. Death *hangeth over* the *head* of every man; how ought men therefore ‖ to be diligent in the ſtudies of honeſt vertue, that it may appear they have lived, and not been unprofitable burthens of the earth?

‖ *invigile.*

Inter.

8. *Mingle* ſometimes recreations with *thy ſtudy*; be oft *preſent* in the *company* of good men, ſo ſhalt thou learn thoſe things which are good.

Pauca ex his mutant Dat. &c.

One Scholar *excelleth another* in learning. This boy *goes before all* in wickedneſs, I *forbid thee* any more *ſociety with him.*

Eſt pro habeo, &c.

I have need of *pen* and *ink* to write down, that which my Maſter told me, for *I have* but a bad memory.

Huic

Hinc conſtat eſt ſuppetit.

He is not poor *who hath* plenty of all things. I *have* no book of my own, but *I have* the uſe of all my Brother's.

Sum cum multis aliis.

1. Civil war *is a deſtruction* to a *Commonwealth.*
2. A good and wiſe King *is* a *guard* to his *Kingdom.*

Eſt ubi hic Dativus tibi.

1. Do this buſineſs for *me*, and when occaſion ſerves I'le do as great a matter *for thee.*
2. Do not fear this bragging Thraſo, you ſhall ſee I'le beat him at his *own* weapon.

Verba tranſitiva, &c.

1. Avoid ſtrife, flie anger, abandon rage, love vertue, and follow after peace.
2. The Huntſman *chears on* the *dogs*, that they may *hunt* the *hare.*

Quinetiam verba quamlibet, &c.

1. It is hard to *go* the rugged *way* of vertue.
2. He *liveth* a long *life* that liveth well.
3. Thou that haſt a good Maſter *ſerveſt* no intolerable *ſervice.*

Hunc Accusativum mutant Autores, &c.

1. More men *go* in the broad *way*, which leads to destruction, than the narrow one, which leads to rest and happiness.
2. It is possible that a man may *live* a long *life*, and yet *die* a sudden *death*.

Sunt quæ figurate Accusat.

1. There are some that *counterfeit* themselves *Saints*, and *live Devils*.
2. It is a sign that man has a stinking breath that *smells* always of *spices*.
3. He *lives* a *Cynick*, *stinks* of *dirt*, and yet wheresoever he goes cracks of his riches.

Verba rogandi, &c.

1. Will any man, when his Son *asks him bread*, give him a stone? or when he *asks him a fish*, give him a Scorpion?
2. I will *teach thee* better *manners*: thou passest by the Alderman, and never puttest off thy hat.
3. *Put on thy shoes*, and get thee gone.

Rogandi verba interdum, &c.

1. We will *ask leave* of *our Master*, so shall we be safe from all danger.
2. *Ask this* of *any* of thy School-fellows, whether he hath not strictly commanded, that no body should be absent from Church without his leave.

Vesti-

Veſtiendi Verba interdum mutant, &c.

1. *Put on thy ceat. I put on my gloves. Put off thy hat*; here comes the Alderman.
2. *Put on thy ſhoes* quickly, 'tis time to go.

Quodvis verbum admittit.

He that *is drunk* with *wine*, is fit to *do* all things with *madneſs*, to *ſtrike* his Siſter with his *ſword*, and in a *rage* to *kill* his Mother.

Ablat. cauſæ & modi actionis, &c.

I went yeſterday to ſee thy Brother, and he *entertained* me with wonderful *courteſie*, and through too much *kindneſs* would not *let* me return that night.

Quibuſlibet verbis adjicitur, &c.

1. I ſaw a horſe yeſterday that *coſt threeſcore pounds.*
2. If your horſe *coſt* but *five pounds* he was *bought cheap*; for every lame Jade now adaies is *ſold* for fifty *ſhillings.*

Vili, paulo, minimo, &c.

1. The war with Spain hath made Sack to be *ſold* at a *great rate* with Engliſhmen.
2. The things which nature requires, may be *bought* for a *little.*

Excipiuntur Hi Genitivi.

1. Thoſe things are uſually more eſteem'd, which are *bought* for *more*.
2. For *how much* will you *ſell* this horſe? Not *for leſs* than he coſt me, ‖ I'le warrant you.

‖ you may be ſure. *pro certo habeas*

Sin addantur Subſtant. &c.

1. Away with that workman which *works* for *more wages*, and yet doth leſs work than any other man.
2. * He is not like to thrive that ſells for *leſs price* than he buyeth.

* He doth not eaſily grow rich.

Valeo etiam interdum cum Accuſ.

This piece of gold is *worth* twenty *pounds*: that which thou haſt in thy hand is ſcarce *worth* ten *ſhillings*.

Verba abundandi, implendi, &c.

He that *abounds* with *mony*, for the moſt part *wants wiſdom*; prepoſterous care to *fill* the bags with *ſilver*, and *empty* the mind of all *goodneſs*.

Ex quibus quædam in Genit. &c.

1. Æneas and his Companions upon the Seaſhore *fill'd* themſelves with *old wine* and *fat veniſon*; neither did they *need a table* and

and *cloth*, for the graſſy ground ‖ ſerved for both. ‖ was inſtead.

2. How canſt thou think me to be able to *want thee* ſo long? I cannot *make* any one beſides thee *partaker* of my *thoughts*; nor indeed was I ever ſatisfied with thy company.

Fungor, fruor, utor, &c.

1. They that would get learning, let them *do* their *duty* diligently, as well when the Maſter is abſent, as when he is preſent.
2. He that will *enjoy* the *pleaſure* of eating the nut, muſt take the pains to break the ſhell. *uſe diligence*, that it may appear thou art not ſo ſlack as * to need ſpurs. * that thou maiſt need.
3. See how all things ‖ are *glad* at the *coming* of the Spring; the birds chirp, the meadows laugh, and the lambs play upon the banks of the murmuring Rivers. ‖ *lætor.*
4. He † *changes* gold for *braſs*, that gets a little unjuſt gain, and ‖ parts with his integrity and juſtice. † *muto.* ‖ *i. e.* looſeth. *amitto.*
5. Away with thee that deſireſt to be in another form, when the Maſter ſcarce † *thinketh* thee worthy of that *place* where thou art. † *dignor.*
6. ‖ *Rejoyce* in good *things*, and leave off trifles, ſo ſhalt thou be *numbred* in the *ſociety* of good men, and I will always *make* thee of my *Counſel*. ‖ *gaudeo.* *communico.*

Proſequor Te amore, &c.

I *love*, *praiſe*, and *honour* that Magiſtrate very much, that * *chears up* men doing well, and *afflicts* and *puniſhes* evil doers.

* or encourages.

Mereor cum adverbiis benè, malè, &c.

He *deſerves well of* the *Common-wealth*, that adminiſters Juſtice without partiality; that protects the weak and poor, and puniſheth ſturdy and obſtinate offenders.

Quædam accipiendi, &c.

1. I have *heard* of *many*, that France is not far diſtant from England, and was formerly joyned to it by a * neck of Land, which Neptune thruſt by with his Trident.
2. He *takes away* my book *from me*.

* iſthmus.

Vertitur hic Ablat. aliquando in Dat.

It is good to *abſtain* from *thoſe things* which too much pleaſe us: let us *depart* therefore from the *flatteries* of pleaſures.

Verbis quæ vim comparationis, &c.

Think it a ſhame to be *exceeded* in *learning* by them whom thou *exceedeſt*, as well *in learning*, as || in *natural parts*.

|| ingenium.

Qui-

Quibuſlibet verbis additur Ablativus, &c.

1. † The news *being heard*, that the *King was come*, the bells rang, and all the people ſhouted for joy.
2. The *Cat ſleeping*, the Mice dance; *the Maſter* being *abſent*, the Boys play.
3. *Diligence* ‖ *being* ‖ *uſed*, the moſt hard things may be overcome.

† It *being heard*

‖ *adhibitus.*

Verbis quibuſdam additur Ablat. &c.

6. It is an eaſier thing to be *ſick* in *body*, than in mind.
2. He is commonly noted to be a knave, whoſe † *head* is *red*, and ‖ *beard black*.

† *red* in his *hair.*

‖ *black* in his *beard.*

Et Poetice Accuſat.

The hedge having its Willow *flowers fed upon* by the Sicilian bees, with their buzzing oft perſwade the Traveller * to fall aſleep; vid. Virg. Eclog. 1. v. 54, 55.

* *inde.*

Quædam tamen efferuntur in gign. &c.

1. I am *troubled* in *mind*, becauſe I muſt go to School to day.
2. Thou doſt fooliſhly, who *tormenteſt* thy *mind* about thoſe things which thou canſt not ‖ help.

‖ *impedio* vel *vito.*

Eidem verbo diverſi caſus, &c.

He *gave me* a *box* on *the ear* with *his* † clutter *fiſt*, yea and that too in *the preſence* of my Maſter.

† *craſſus & deformis.*

Paſſivis additur Ablativus, &c.

i. e. *Whenſoever you find* of *after a Verb paſſive, you muſt write in Latin* ab *or* a *for* of, *and put the word following in the Ablative caſe, or leave out the Prepoſition, and put it in the Dative; but at no hand you muſt think, that* of *is there the ſign of the Genitive caſe.*

1. He is *praiſed* of all men, whoſoever ſpends the time of his Childhood in honeſt ſtudies; for when he comes to be a man, his learning may be an ornament to himſelf, and an example to others.

Et Interdum Dativus.

2. Good things are *deſired* of *good men*: Learning is diligently *ſought* but of a *few*. Riches and pleaſures are *beloved* of *all.*

Quorum participia frequentius, &c.

1. This rumour being *heard* of *me*, I preſently betook my ſelf to *London*, where I ſoon found, that all is not true that is *reported* of *malicious men.*

Cæteri caſus manent in paſſivis qui fuerunt, &c.

1. Thou behaveſt thy ſelf ſo unhandſomly, that thou art *accounted* as a *laughing ſtock* of all men.

2. Thou

2. Thou ſhalt be *taught* better *manners*, or deprived of thy office.

Vapulo, veneo, liceo, &c.

1. Learning is *prized* at a *low rate*, and yet good books are *ſold dear*.
2. Boldneſs both can do and is *eſteemed much*; but modeſty and baſhfulneſs are *beaten* and *baniſhed* out of the world.

Quibuſdam tum verbis tum adjectivis, &c.

1. He, whom it *troubles* to *ſtudy*, will ſcarce ever be a Scholar.
2. He, that is *hardy* to *endure* ſtrokes, will hardly be amended by puniſhment.

Note here, that if the Engliſh of the Infinitive Mood follows am, art, is, are, was, wert, were, *or the like, then you muſt not make it by the Infinitive Mood, but by the Participle, as* I am to go, *Iturus ſum*, Thou art to be taught, *Tu eras docendus.*

Examples of this kind.

1. I *am to build* a houſe, but firſt the foundation *is to be laid*.
2. To morrow the Gardiner *is to come* into my garden, and firſt the ground *is to be digg'd*, and then *flowers are to be planted*.
3. My Maſter *is to dine* with my Father to day, and there *are* more gueſts to *be invited*.

Note beſides, that if the Engliſh of the Infinitive Mood follows a verb that impliеth motion, then alſo you muſt not make it by the Infini-

Infinitive Mood; *but either by the first Supine, as* I go to see, eo visum; *or by the Subjunctive Mood, as* eo ut videam; *or the Participle in* rus, *as* eo visurus; *or by the Gerund in* di, *as* eo causâ videndi; *or by the Gerund in* dum, *as* eo ad videndum. *We shall omit any further examples of this kind, till we come to the Rule of the first Supine,* Prius Supinum, &c.

‖ *Such as*, desire, cause, time, favour, leisure, occasion, hope, opportunity, measure, way, satisfaction, power, leave, purpose, rule, art, love, place, *or the like.*

Note thirdly, That if the English of the Infinitive Mood follows ‖ *a Noun Substantive, 'tis to be made rather by the Gerund in* di; *as*

1. It is *time* to *go* to School, we have no *leisure* at all to *play*.
2. I would fain have wrote to you; but there was no *opportunity to send* a letter.
3. A strange *desire to have* my book possest my Brother: * I would fain have denied ‖ him; but he asked so earnestly, that there was no *power* in me to *resist* him.

* *vehementer volo.*
‖ to him.

‖ *After some words, which the English of the Infinitive Mood follow, you must neither use the Infinitive Mood, nor the Gerund in* di; *but either the Relative* qui, *or the Conjunction* ut, *with the Subjunctive Mood, as,*

1. There is no man so mad, ‖ as ‖ *to refuse* gold, when 'tis offered him.
2. There are few such fools, as *to think* learning can be got unless they take pains?

‖ *that he will refuse*, or *who will refuse.*

Sometimes ut *cannot be used, but only* qui.

‖ *lustro.*

1. We took a great deal of pains, and ‖ beat a great deal of ground, and when we found

found a Hare, we had no dogs ‖ *to run after* her.

2. I went to School to day, but * was fain to return † as wise as I went; for there was no body ‖ to *teach* me.

Sometimes qui *cannot be used*, *but only* ut; *as*

My Brother lived three years in France, ‖ *to learn* the † fashions of that Country.

Sometimes the English of the Infinitive Mood, though of the Active voice, must be made by the Participle in dus, *and put with the Substantive following in the Dative case*; *as*,

1. This piece of ground † is *to sow* wheat on.
2. This is better *to plant* Olives upon.

Sometimes the English of the Infinitive Mood is to be made by the Dative Case of its verbal; *as*,

While the corn stands in the field, the stalk and the ear grow together; but by threshing they are separated, and the grain is *to eat*, and the straw *to burn*.

Ponuntur interdum figurate, &c.

1. He *made us afraid* with new accusations, but they were all false.
2. Is it fit that these abominable things should *be done*?

Gerundia sive Gerundivæ voces, &c.

1. If thou hast a mind to *have learning*, thou must *use* the *time* of thy youth to get it.

‖ *which should pursue* her.

* *cogor*.

† no wiser than I went.

‖ *who should teach me*.

‖ *that he might learn*.

† customes or manners.

† is good for wheat to be sown on.

Et Supina.

2. I go every day to School *to get learning*, and yet me thinks I know as little, as I did two years ago.

Gerundia in di *pendent à quib. tum Substantivis.*

1. There is a natural *inclination* in every one to *love* those that do good to him, and *to hate* those that offend and trouble him.
2. At eleven of the clock it will be *time* to *dine*, and at one *to return* again to School, unless we have *leave to play*.

Tum Adjectivis.

1. Men *ignorant to speak* are for the most part *most desirous to shew* their skill.
2. My Brother is to make a journey, and though never so much † *unaccustomed to sail* is *resolved to go* in a Ship.

† *inexpertus.*

Interdum non invenuste, &c.

I had a desire yesterday *to see the new Gardens*, where a friend had got me *leave to take apples* or pears, or plums, or what I would.

Gerundia

Gerundia in do *pendent ab his præpoſit.* a, ab, abs, &c.

1. By puniſhment men are deterred *from doing* evil: yet greater love is gotten to the Prince *by pardoning* than *puniſhing*.
2. He that is accuſed thinks of *defending* himſelf.
3. The glory of excelling others in *learning* is joyned with the labour of ſtudying hard; and *for ſtudying* thou maiſt expect that as a reward.

Ponuntur & abſque præpoſ.

1. There is no ſtory but may be ſpoiled by ill *telling*.
2. I cannot ſay, and yet am weary *with ſtudying*.
3. Surely 'tis not truly ſaid, That all things are overcome by *labouring*.

Gerundia in dum *pendent, &c.*

1. Be attentive *while you ſtudy*, you are apt *to learn*; do not loſe the precious time of your youth *before you be taught*.
2. You muſt be puniſhed, I cannot receive a gift *to acquit you*.
3. Pompey fled to the King of Ægypt *for to ſave* himſelf; but before he came at him, was ſlain by Septimius a Roman Souldier.

Cum

Cum significatur neceſſitas, &c.

1. *He muſt ſtudy* that intends to learn.
2. *He muſt fight* that deſires to overcome.
3. *Thou muſt come* ſooner if thou wilt be at prayers.

Vertuntur Gerundii voces, &c.

1. *By reading books* thou ſhalt become learned.
2. The Bees being moved with a natural deſire *of making hony*, do flie about the fields, and gather it from the flowers.
3. *In gathering hony* the Bees ſpend much labour, and the Drones take great pleaſure *in eating it.*
4. Thoſe men, who are bad themſelves, are for the moſt part very ready *to accuſe others.*

Prius Supinum active ſignificat, &c.

1 *to fiſh.* 1. Where is thy Brother? He *is gone a* 1 *fiſhing.* Where is thy Uncle? He is *gone a*
2 *to hunt.* 2 *hunting.* Who is me, here is a man 3 *came*
3 *who came.* *to ſpeak with* them.

Illa vero dd venum, &c.

2. Chremes in Terence *gave* his daughter Philumena *to be married* to Pamphilus, Simo's Son.
‖ *nudius tertius.* 3. My Brother's Father-in-law died ‖ three days ago, and *gave* his Land *to be ſold*, that payment might be made of his debts.

4. The

4. The Maſter *is hired to teach boys*; and the Scholars *go* to School *to hear* him teaching, not *to be beaten.*

The two next Rules we take no notice of, becauſe in them there ſeems to be a miſtake; for ſure datum iri *is the Infinitive Mood paſſive of* do; *and* actum eſt, *and* itum eſt, *are the Præterperfect tenſes of* agitur *and* itur: *and* conducor vapulatum *is of the ſame nature with* do venum, *and ſo needs no Rule by it ſelf.*

Poſterius Supinum paſſive ſignif.

1. It is a *wonderful* thing *to be ſeen* with what art the Bees make their combs; to imitate ſuch curious Art *is a thing hard to be done* even of men.
2. It is *hard to be believed* with what labours the little Piſmire provides againſt the unkindneſs of winter.
3. Oft times that, which is *honeſt to be done*, is *unſeemly to be ſpoken.*

Quæ ſignificant partem temporis, &c.

1. The provident husbandman *in the time* of Summer lays up corn, wherewith he may be fed *in the winter.*
2. Thou maiſt ſleep *in the night*, but *in the day* thou muſt labour.

Quæ autem durationem temporis, &c.

1. The Maſter hath been *three whole days* abſent from School, and then the boys get much good ‖ I warrant you? ‖ *procul dubio.*
2. Art thou not aſhamed? thou haſt learned Virgil *theſe ten months*, and yet are not able readily to conſtrue three lines.

Interdum

Interdum in Ablat.

1. Come come, you may ſtay with me here *this night*; I have good apples and plenty of cheeſe.
2. He that is married, may perhaps be happy *one day*.

Dicimus etiam in paucis diebus, &c.

1. Farewel dear George, *within a few days* I will ſee thee again. I do not ſit up till *late at night*, yet if thou comeſt in *the night*, I will riſe out of bed, and let thee in.
2. I am about *thirteen years old*, and have ſtudied *three years*. Thy brother is of *that age*, who hath not gone to School *above two years*. *At the third of the Kalends* of March we both † ſhall be bound Apprentices.
3. I promiſed to lend thee my horſe *for a week*; but things fall out ſo, that I cannot lend thee him for *more than three days*.

† *we ſhall be given to ſome Maſter, that we may learn his art* [*or trade.*]

Spatium loci in Accuſat.

1. Thetford is diſtant from hence *ten miles*. I went *not* * *a foot* out of the way.
2. In Bury there are two Churches in one Church-yard, not *many paces* diſtant the one from the other.
3. The army is *four days march* off London.

* *one foot.*

Nomina Appellativa, & nomina Majorum locorum, &c.

By Majora loca, *underſtand names of Countries.*

1. We muſt be diligent and ſtudious at *School*, grave and devout † *at Church*; but in the fields we may play.

† *in the Church.*

2. In

2. *In France* they neither prick as they ſing, nor write as they ſpeak, nor ſpeak as they think.
3. *In England* there are more pretended Saints than true honeſt men. You may go *through Italy into Greece.*

Omne Verbum admittit G. proprii nominis, &c.

By proprium nomen *underſtand the proper name of a Town or City.*

1. *At Bury* ‖ I like the Country; and in the Country I like Bury. ‖ the Country pleaſeth me.
2. *At London* you may buy any thing; boots, ſhoes, ſtockins, breeches, &c.

Humi, domi, militiæ, belli, &c.

1. To lie *on the ground* is not healthful for the body.
2. To live always *at home* is not advantagious to a young man.
3. Some men ſpend all their time *in war*, and ſuſtain their life by the death of others.

Domi non alios ſecum.

Stay thou *at my houſe* this night, and I'le promiſe thee to ſtay two *at thine*; although I do not love to lie *at another man's houſe.*

Verum ſi proprium loci, &c.

1. Tully ſtudied many years *at Athens.* Horace lived ſometimes *at Tibur*, ſometimes at Rome.

2. Æneas would not ſtay with Dido at *Carthage*, when he was commanded by Jupiter to go away.

Sic utimur rure.

In Winter time 'tis good living in the City; but in Summer time 'tis far more pleaſant to be *in the Country*.

Verbis ſignificantibus motum ad locum, in Accuſ.

If thou wilt be a Scholar thou muſt go to *Cambridge* or *Oxford*; but if thou wilt be a Merchant ‖ *get thee to London*.

‖ *go thou.*

Ad hunc modum utimur rus *&* domus.

I muſt go *into the Country* to morrow morning, but I will return *home* within a few days. My Father came *home* yeſternight.

Verbis ſignificantibus motum à loco, *&c.*

Thoſe that come *from York* † uſe to go to London *by Newark*. My Brother ere long will return *from Cambridge*.

† are wont.

Ad eundem modum uſurpantur domus *&* rus.

My Brother and I returned out of the *Country* yeſterday. We came *from home* at ſix of the clock, and yet we could not ‖ get to Eury before nine.

‖ *attingo.*

Hæc tria impersonalia intereſt, refert, *&* eſt *quibuſlibet Genitivis, &c.*

It *concerns a Captain* to afford himſelf a good example to his Souldiers: and *it*

is

is of much advantage for ‖ Subjects, if the ‖ *civis.*
Prince that governs them be good himself,
as well as descended of noble Ancestors.

Præter hos Ablat. meâ, tuâ, suâ, *&c.*

whom I pray *doth it concern* whether you be a Scholar? *doth it concern you* or your Master? you know well enough *it is nothing to me.*

Adjiciuntur & illi Genitivi.

1. *It is of great concern* to live in the company of good men.
2. Yesterday a Country-man, as he came to Town found a watch, and hearing who was the owner of it, he restored it to him, and received of him ten shillings as a reward. *Of so great concern it is* to be honest.
3. *It little concerns you* whether your fellows will study or no; but it will *much belong to your praise*, if while they study, you do your duty.

In Dativ. feruntur, &c.

1. *I am not at leisure* to listen to thy trifles; *thou maist go* whither thou wilt; such a friend as thou art can neither do a man good nor harm.
2. *It grieveth me* that thou art such ‖ a lazy ‖ *lazy boy.*
pack; but *I am resolved*, unless thou mendest thy manners, to deal otherwise with thee. Do not think *that you may do* what *you list.*

Hæc Impersonalia Accusandi casum, &c.

‖ *It delights boys.*
† *It behoveth us.*
‖ to do.

1. ‖ *Boys delight* to be among boys; but oft times *it becomes them* not to be where *they delight* to be.
2. † *We must all be* ‖ doing of something; *it is a disgrace* for us to sit still and do nothing.

His vero attinet, pertinet, spectat, *&c.*

It belongs to all, that will learn, to be diligent. As for me I will not neglect my duty, let the event be what it will.

His Impers. subjic. Ac. cum Genit.

1. The time will come when *it will repent thee* of *thy folly*, and *shame thee* of thy ignorant *old age.*
2. Truly I *pity thee* very much, and thy negligence *grieveth me.*

Nonnulla Impersonalia remigrant, &c.

1. All things *do not delight* all men.
2. Childish things *become* Children.
3. No man *pitieth* himself whilst he is enjoying his unlawful pleasure; because he then sees not whither it leads him.
4. These things *might shame* thee, but that thy face is made of brass.

Cæpit, incipit, desinit, debet, &c.

1. *It is wont to irk* boys of the least labour, *but it ought* rather *to shame* them of their negligence; *for it is not possible* to come

to

to the perfection of Learning, but by the difficult paths that lead thither.

Verbum Impersonale passivæ vocis, &c.

‖ *The Scholars study* diligently, but *play* more earnestly. *They came* betimes, therefore they *should go* home betimes. ‖ *It is studied of the Scholars.*

Qui quidem casus, &c.

Let us go, said Cæsar, when he passed over the Rubicon, whither the tokens of the Gods, and the injustice of our enemies call us; the Die is cast. *See Suetonius in the life of Julius Cæsar.*

Verbum Impersonale pas. vocis pro singulis personis, &c.

* I study, thou studiest, he studieth, we study, ye study, they study. * It is studied of me, &c.

Participia regunt casus, &c.

We *doing our duty* shall have praise, whilst others *abusing their time* shall be punished. Whom if thou followest, thou wilt be *condemned* of *all wise men.*

Quamvis in his, i. e. in participiis passivis, *usitatior est Dativus.*

1. My Master to day is *to be asked of me*, whether he will give to us leave to play.
2. Pish, 'tis a thing never *heard of any body*, that boys should play on Fridays.

Participiorum voces, cum fiunt nomina Genit. poſtulant.

1. He, that is *unskilful* at his *book*, is oft times *good* at his ‖ *weapon*.

‖ *arma.*

† *amantiſſimus.*

2. I was always † *a great lover* of *muſick*, and yet could never become *skilful in the Art* of ſinging.

Exoſus, peroſus, pertæſus, active, &c.

1. Idle boys for the moſt part *hate* their *Teachers*, becauſe they deprive them of their pleaſures.
2. And to pay like for like, Maſters are *as weary* of ſuch *Scholars*.

Exoſus & peroſus cum dandi, &c.

1. The Scots are exceedingly *hated of the Northumberland men*, their neighbours.
2. King-killers are *hated of God* and *all holy men*.

Natus, prognatus, ſatus, &c.

1. Happy we, whoſe King *is the Son of Nobles*, and *begotten* of that *Prince* whoſe vertues ſhined as bright as the Sun, and the glory of whoſe Name ſhall live to all generations.

En & ecce demonſtrandi, &c.

1. *See the pen* which I have made for thee.
2. *Look on the horſe* which my Father bought yeſterday, how ſtately he trots.

En & ecce exprobrantis ſoli, &c.

See this ſloven; look on his dirty hands, behold his unwaſhed face, his unconibed head, his greaſy doublet.

Quædam Adverbia, &c.

Loci.

1. I wonder *whither in the world* my Brother is gone; I can find him *no where*.
2. We are come *to that violence* of contending, that we can by no means agree.

Temporis.

1. Yeſterday I was to have made verſes, but *at that time* I could think of nothing that ‖ ſavoured of the Muſes. ‖ *ſapio.*
2. *The day before the Kalends* of March I hope I ſhall ſee my Father.

Quantitatis.

1. Many think they have *learning enough*, if they can but read.
2. There oft times lies hid *abundance* of *wickedneſs* under the ſhew of piety; but yet ſure there is *little piety*, where there is not ſo much as the ſhew.
3. Thou haſt drunk *enough of wine*, if thou haſt drunk a little.

Inſtar æquiparationem aut ſimilitudinem, &c.

The King has built a houſe *as big as a Town*.
Tully is *as good as all the Orators beſides*.

Hic apponitur interdum præpoſitio ad.

The Oak-tree from a little Acorn grows up *to ſuch a bigneſs*, that out of it are cut the pillars that uphold great Palaces.

Quædam Dativum admittunt nominum, &c.

1. Why doſt thou ſtand *next the Captain*, who didſt loſe thy place yeſterday? I ought to ſtand *nearer him* than you. Well, I'le pay you your due *if I meet you.*
2. He liveth *unprofitably* to *himſelf*, that doth not good alſo to others.

Sunt quæ Accuſandi caſum exigunt, &c.

1. The Scots are *next England* on the north ſide, but the Engliſh had rather live *nearer honeſter men.*
2. It is an ill ſaying, The *nearer the Church*, the further off from God.

Cedo *flagitantis exhiberi, &c.*

1. *Appoint any Judge*, I will not fear to overcome thee in this cauſe.
2. *Give me that book* which lies by thee.

Adverbia diverſitatis, &c.

1. Thou writeſt much *otherwiſe than he*, though thou cameſt to School a *great while* after him.

2. We

2. We came to School *much before* ſeven, a *little after* ſix.

Adverbia comparat. & ſuperlat. &c.

1. My Brother writes *the beſt of all the boys* in the School, and I come *nearer* to him *than you.*

Plus Nom. Genit. Accuſat. & Ablat.

This Rule might have been ſpared; for if the Examples be examined, plus *will be found to govern no other Caſe than an Ablative, and that as it is an Adverb of the Comparative degree: it has indeed ſometimes a Nominative, ſometimes an Accuſative; but that by virtue of* quam, *which in ſuch manner of ſpeaking is underſtood. We will give you an Example, where after the firſt* more *you may put the word in the Ablative Caſe, after the ſecond in the Accuſat. and as you pleaſe, either ſet down or leave out* quam.

2. I have been *more* than *three years* in the School, and yet can ſay little *more than ten lines* for a leſſon.

The Rules of the conſtruing Adverbs and Conjunctions with Verbs, where the Engliſh and Latin ſo fit one another, that the Learner can hardly miſs, I paſs over, and inſiſt only on thoſe Rules where they do not.

Ne prohibendi &c.

I prethee *do not trouble* me, nor *vex* thy ſelf; 'tis an eaſie leſſon, † *be not diſcouraged.*

† *animum deſpondeo.*

Conjunctiones copulat. & disjunctivæ, &c.

1. *uſe* thy *time* and thy *books*, if thou meaneſt to be a Scholar.
2. I have bought paper for *me* and *thee.*

Excepto ſi caſualis dictionis, &c.

1. Tully lived *at Rome* and *at Athens*; Horace *at Rome* and *at Tibur*, and like an unconſtant man, when he was *at Rome* he loved Tibur, and when *at Tibur* he loved Rome.
2. This is *my book* and my *Brother's*: It coſt us *three ſhillings* and *more*. My Father is ſometimes *at home*, and ſometimes *in the Country.*

Conjunctiones Copulativæ, &c. aliquoties ſimiles modos, &c.

He ſits and *looks* whole days on his book, and yet is ‖ never the more learned, or the more wiſe.

‖ *ne pili.*

Aliquotiès ſimiles modos, ſed diverſa tempora.

I *thank* you for your kindneſs to me, and whereſoever I come, I *will declare* how much I am obliged to you.

Ne

Ne, an, num, *interrogandi particulæ, &c.*

How doth thy Brother, *is* he well? doth he ‖ *follow* his book? *is* Peter *come? hath* he *brought* his book with him? ‖ *incumbo.*

At cum accipiuntur dubitativè, &c.

Go ſee *whether it be* eleven of the clock. It makes nothing to the purpoſe, whether *thou lieſt* thy ſelf, or *perſwadeſt* another to do ſo.

The Rule here requires, that the verbs after whether *and* or *be the Subjunctive Mood; but you need not fear alſo to put them in the Indicative Mood.*

ut cauſalis ſeu perfectiva, &c.
Nunc Potentiali, nunc Subjunctivo, &c.

I have brought my Son to you, *that* you *may teach* him; but I am afraid he is ſo dull, *that* he *will* never *learn.*

And here take it for a Rule, that you never put an Indicative Mood after ut, that.

Præpoſitio ſubaudita interdum facit ut addatur Ablat. &c.

1. Thou art ſo kind to me that for ever hereafter I ſhall account thee *in the ſtead* of a Father.
2. Iris in Virgil appeared *in the ſhape* of Beroe the wife of Doryclus.

Præpoſitio in compoſitione eundem nonnunquam caſum, &c.

1. Let us *go to the* Church. Doſt thou *ſpeak to me?*

2. Thou

2. Thou art worthy to be beaten, thou *paſſedſt by the Major* yeſterday, and didſt not pull off thy hat.
3. Lazy boys do eaſily *turn away* their minds *from learning*.
4. I *will thruſt thee down* from *this place*, unleſs thou ſtudieſt better. The *door is off the hooks*.

Verba compoſita cum à, ab, abs, *&c.*

1. *Abſtain from the company* of evil men.
2. Although thou *beeſt called to their feaſts* and *drinkings*, do not go.
3. It behoves one that is ignorant of any thing, *to conſer with others* that are wiſer.
4. It will *detract* ſomething *from thy fame*, that thou art not *eſcaped* out of *theſe ſnares*.
5. When as thou being fifteen years old *art paſſed from among the young ſtriplings*, ‖ be ſure * thou follow thy book with care and diligence.

‖ *vide.*
* that thou follow.

In pro *erga*, *contra* & *ad*, *&c.*

1. So great is my love *towards thee*, that I will never ceaſe to admoniſh thee that thou treadeſt not thoſe paths that lead to deſtruction.
2. Let us go *into the School*.
3. Thou art a churliſh fellow, and always deſirous to do ſomething *againſt me*.

Idem

Idem cum Accuſat. jungitur quoties diviſio, &c.

1. The leter Y is by Pythagoras ſaid to be divided *into two ways*, the one whereof being broad leadeth to vice, and the other being narrow is trodden only by them that ‖ follow after vertue. ‖ *colo.*
2. How beautiful ſoever the body of man ſeems to be, being once dead, it is within a ſhort time turned *into duſt.*
3. Old age * grows upon us *every day.* * *ingrua.*

In *cum ſignificatur actus in loco.*

They ſay the Salamander can live *in the midſt* of the fire.

Sub pro *ad, per* & *ante, &c.*

Cattel *about noon*, in the heat of the day, haſte *into the woods*, and *a little before night* return to their feed.

Alias Ablat.

1. Time brings all things to light, † be they never ſo deep hid *under the earth.* † although they be very deep hidden *in the earth.*
2. *In the ſilent night* all things reſt.

Super pro *ultra Accuſ. &c.*

The Romans extended their Empire *beyond the Euxine Sea.*

Super pro *de* & in *Ablat.*

1. There has been lately a great fight between the Emperour and the King of France, and the diſcourſe *of it* is various; for 'tis yet uncertain who got the victory.
2. Laſt night, as ſoon as ever I laid my head *on the pillow*, I fell aſleep.

Tenus

Tenus gaudet Ablat. & ſing. & plur.

1 did fiſh. 2 *pubes.*

1. At my Brother I was a fiſhing yeſterday, he fell into the water *up to the* 2 *Crotch.*
2. I love to ſwim, but venture only to go into thoſe waters where men ſtand *up to the breaſts.*

At Genit. tantum plur.

I have ſometimes gone into the Rivet *up to the knees*, but further I never durſt go.

O *exclamantis N. A. & Vocat. &c.*

1. *O excellent King*, worthy to be compared with Conſtantine the Great!
2. *O unlucky day!* wherein we loſt ſo excellent a man.
3. O unconſtant and ſlippery ſtate of things.

Heu & proh *nunc N. nunc A. &c.*

1. Oh the ancient honeſty! oh the preſent vanity!
2. Oh *that hated ſtock* of men, that troubles all things both in Church and State!

Hei & Væ *Dat. &c.*

Wo is me now, that learning cannot be got with playing, and that idleneſs is curable by no other plant that grows out of the earth, but the birch and the willow.

The Figures of Conſtruction.

Appoſitio.

If I travel, I will go to Paris the *chief city* of France, and ſee Mazarine *the Cardinal* and *craftieſt Counſellour* of the French Court.

Evo-

Evocatio.

1. *I being an idle boy do* often play, and therefore am often whipped.
2. *Thou the delight* of thy Parents and Maſter *art* oft rewarded with gifts.

Syllepſis perſonarum.

1. *I* and my *Brother came* firſt to day.
2. What *do you* and *your idle Companions* there?
3. Neither *I* nor *thou are* good Scholars.
4. *I* with my *dear Coſin went* to rob an Orchard to day; we were taken together, and whipp'd together.

Cum tamen verbum ſingulare magis amat.

Hear I pray, what *I with this man can* ſay?

Syllepſis Generum.

Bacchus and *Venus are both* oft times very *hurtful* to mankind, and deſtroy more than Mars or Bellona.

Prolepſis.

1. *The boys come* into the School, *this* all of a ſweat, *another* all red, *a third* all dirty.
2. *They ſit* in the School, *this* playing, *that* prating, *another* laughing, and perhaps *one* or *two* ſtudying.
3. *Study* diligently, and *hear one another* repeat his leſſon.

Zeugma.

1. *No body*, but *you*, ever *did* ſuch a deed.

2. Do

2. Do *you ſit*, where *he* does.
3. *You*, and *he*, are very negligent.

Syntheſis.

1. *Part* of the Scholars *are come*, the reſt a *negligent crue are playing* on the Angel-hill.
2. The *grey Gooſe* uſes to lay about Chriſtmaſs.
3. The *Elephant* when ſhe is *great with young*, does not uſe to bring forth a Mouſe.

Antiptoſis.

1. *The book* which I have is yours.
2. I take care that *the ſtory* which I tell may be true.
3. Make me verſes full of *all kind* of elegancy.
4. He hath two pens, with the one *of the which* he makes little letters, and with the other great.
5. I ſhould have told thee, when I wrote laſt, that thy Brother was very ſick; but at that time it came not into my mind.

Synecdoche.

1. He has only a *dirty face*, in *all things* elſe he is very fine.
2. Although *thy hand be cut*, thou maiſt write.
3. Make good verſes, and thou ſhalt have thy *head crowned* with laurel.

Some

Some Cautions for Children to avoid miſtakes in making Latin.

Am, are, is, was, &c.

AM, are, is, was, were, &c. are uſually ſigns of the Paſſive voice; but before *come, gone, run,* and the like, they are the ſigns only of the Præter tenſes of theſe Verbs, *venio, abeo, curro,* and the like.

Examples.

1. My Maſter ‖ *is* gone to School, and I'le follow him as faſt as I can.
‖ *hath gone.*
† *had come.*
2. As ſoon as the Maſter † *was come,* all the boys * fell to their books; but before they did nothing but play.
* *betook themſelves to their books.*
3. My Brother John *is run* juſt now to School ‖ as hard as he can drive. He † is mightily afraid, leſt ‖ he ſhould be put in the bill.
‖ *quantum poteſt celerrimè.*
† *fears very much.*

4. Be-
‖ *his name.*

4. Before the Preacher had done his prayer, all the rude boys *were run* out of the Church, but the Grammar-School Scholars ſtaid for the Bleſſing.

If am, art, is, was, were, *or the like, come before the Engliſh of a Participle of the preſent tenſe, as,* I am writing, *he* was playing, *or the like; you muſt not ſay in Latin,* Ego ſum ſcribens, ille erat ludens, *but* Ego ſcribo, ille ludebat. *Try whether you can do the like in theſe Examples.*

Examples.

† *I did walk.*

1. Yeſterday, as † *I was walking* in the fields, I ſaw Corn as green as if it had been in March, and now 'tis December.
2. *I was talking* the other day with a man, that came out of the Country, and he ſaid, that men did generally believe that there would be great plenty of Corn this year.
3. *I am* juſt now *ſending* Letters to Cambridge, to morrow I ſhall hear how my Brother ‖ does there.

‖ *valeo.*

4. As *I was going* down the ſtairs to day, my foot ſlipt, and I fell down.
5. Boys make haſte all into your ſeats, our Maſter *is coming.*

† it pleaſeth him.

6. Let him come, if he † pleaſe, I *am doing* what I ought to do, and therefore do not fear him.

As well as.

Boys are mightily apt, when they would express this in Latin, to say, tam bene quam, *and think they have done well that they have made* tam *and* quam *answer one another, and did not say,* ut bene ut; *but they both are equally barbarous, and always to be avoided: instead of which you may use any of these phrases,* æque ac, pariter ac, non secus ac, haud aliter ac, perinde atque. Try if you can hit on't in these Examples.

1. Men *as well as* boys are sometimes weary of labour, and desirous of rest.
2. My Brother || can write *as well as* you, although he was never taught.
3. If the blind lead the blind, he that leads, *as well as* he that is led, falls oft times into a ditch.
4. Tiresias was man *as well as* woman, and could tell very well how to decide the controversie between Jupiter and Juno.
5. All men, sooner or later, die, the rich *as well as* poor; the wise *as well as* the foolish and ignorant.

|| *is skilful in writing.*

Although he be never so rich.

This is also an Anglicism wherein boys are oft mistaken; and bid one translate it into Latin, and he will think he has done it very right, if he says Quamvis

nunquam ſit tam dives, *when as he ſhould ſay* ditiſſimus licet ſit. *Let them therefore be oft exerciſed in ſuch Examples as theſe.*

‖ erreth.

1. There is no man, be he *never ſo wiſe*, but he ‖ is ſometimes miſtaken.
2. A Phyſician, be he *never ſo skilful*, cannot cure all diſeaſes.
3. There is no horſe, although he *be never ſo good*, but will ſometimes ſtumble.
4. A Maſter, although he *be never ſo diligent*, cannot make all his Scholars learned.
5. Sack, be a man *never ſo well*, will make a man ſick.
6. Sack will make a man well, be he *never ſo ſick*.

At.

Boys think At *muſt be always made by* ad *or* apud, *and for* at Church *uſually write* ad, *or* apud Templum; *but in ſuch caſes they muſt uſe* in, *and after it an Ablative caſe according to the Rule*, Nomina Appell. & Nomin. Majorum locorum,&c.

Examples.

1. We have been *at School* this hour, and as yet no more Scholars are come.
2. The names of all the boys are put in the bill, that are not every Holy-day *at Church*.

3. But

3. *But if* home *follow* at, *you muſt not make* in *for* at, *but put the word* domus, *that ſignifies a* houſe *or* home, *in the Genitive caſe; according to the Rule,* Humi, domi, &c.

Examples.

1. My Father goes out to dine with my Uncle; but I and my Brother dine *at home.*
2. *At* his own *home* every man has more liberty than *at* the *houſe* of another.

Before.

Becauſe we uſually ſay in Engliſh before *for* before that, *boys do uſually write* ante *for* antequam *or* priuſquam; *but let them avoid that in theſe Examples.*

1. *Before* the Monitor came, all the boys ‖ were running about the School. ‖ *did run.*
2. Every boy † would fain be a Scholar; but *before* he be, he muſt ſtudy hard. † *deſires to be.*
3. You ſhall ſee Rivers run backward, and heavy bodies aſcend upward, *before* I will ever forget your kindneſs.
4. The talleſt Oak was once an Acorn, *before* it became a Tree.
5. Tully was an Infant, *before* he was an Orator.
6. My Maſter (I believe) will ‖ go a hunting to day; but *before* he goes, he will not forget to hear us † our leſſons. ‖ *go to hunt.* † *to hear us repeat.*

But.

BUT *is to be made into Latin ſometimes by* quin, *ſometimes by* tantum, *for the moſt part by* ſed, at, vero, autem, *&c. Theſe oft times Children miſtake the one for another; which miſtakes that they may mend, let them obſerve,*

Firſt, whenſoever but *may be turned into* who not, *or* which not, *or follows* I cannot, *or I* doubt not, *it is to be made in Latin by* quin.

Examples.

1. There is no man *but* will ſin ſometimes.
2. There is no horſe *but* ſtumbles ſometimes.
3. There is no doubt *but* thou art the beſt Scholar in the School.
4. I cannot *but* laugh to hear how thou crack'ſt of thy doings.

Secondly, Let them obſerve that whenſoever but *may be turned into* except, *or* beſides, *it is to be made by* niſi *or* præterquam.

Examples.

1. There is none, *but* a fool, will refuſe mony when 'tis offered him.
2. I deſire nothing, *but* that I may live quietly in that poor condition, in which God hath placed me.
3. I have brought all my books with me, *but* Homer.

Thirdly,

Thirdly, Let them observe when But *can be turned into* only, *then* tantum *is Latin for it.*

Examples.

1. I did *but* write three words with thy pen, and thou art angry with me.
2. I heard of an old woman that had *but* two teeth, and she coughed but *once*, and spit them both out.

Fourthly, Let them observe, that when But *can be turned into none of the forementioned words, then they may use as they please*, sed, at, vero, autem; *but if they use* autem, *they must always remember not to set it first in the Sentence.*

By *is not always made by* per, *though frequently it be, for*

when by *may be changed into* nigh *or* near, *it is made by* juxta, prope, propter, ad, apud, secundum, &c.

Examples.

1. This idle fellow sits always *by* me, and never will let me study.
2. There is a word *by* the way, as you go from Bury to Rougham.
3. Whilst thou ‖ freezest in thy study, I sit *by* the fire every evening till eight of the clock at night. ‖ *algeo.*

But when by *comes before the Engliſh of a Participle of the preſent tenſe, you may neglect it in the Latin, or elſe write* ex *for it, and make the Engliſh of the Participle of the preſent tenſe by the Gerund in* do.

Examples.

1. Much good is got *by ſtudying.*
2. *By* often *ſpeaking* of Latin boys learn to ſpeak it readily.
3. *By* oft *falling* the drops of water make hollow the hard ſtone.
4. *By eating* much, and *drinking* often, men || get many diſeaſes.

|| *contraho.*

Of.

OF *for the moſt part is a ſign that the Noun following muſt be put in the Genitive caſe; but 'tis not always ſo: For*

Firſt, After a verb Paſſive you muſt write à *or* ab *for* of, *and put the Noun following in the Ablative caſe.*

Examples.

1. I was always much *beloved of my Maſter*, becauſe I ſtudied well.
2. Good men are always praiſed and *honoured of thoſe* that they live amongſt.

3. Gold

3. Gold and Silver are *desired of most men*, rather than learning and vertue.
4. Lay never so much wood upon the hearth, it is presently *consumed of the fire*.
5. It has been *told* us twenty times *of our Master*, that after the causal *ut* you must always put the verb following in the Subjunctive Mood.
6. Poor men for the most part are *despised of the rich*; but rich men are honoured of *one another*.

Secondly, So you must do after verbs of desiring *or* asking, *set* à *or* ab *for* of.

Examples.

1. I committed a great fault, but my Mother *asked* pardon *of my Master*, so that I was not whipped.
2. My Brother *desired of me* that I would walk with him into the fields.
3. I *desire* this *of thee*, that as oft as thou canst thou wouldst write to me.

Thirdly, After verbs of hearing, receiving, *or* buying, *you may write down* à, ab, è, ex, *or* de *for* of.

Examples.

1. I *heard* it *of many*, how that there are to be three Horse-races upon Newmarket-heath to day.
2. I *bought* this Horse *of* my *next neighbour*; he trots and || gallops very well, but he cannot pace at all. || *exultim curro.*

3. This

‖ of brass, *æneus.*

† *vicus co-*

3. This Six-pence is ‖ brass; *I took* it *of* the *old woman* that sells apples in the Cook-row, she shall e'ne have it again.

Fourthly, After the word become, speak, say, deserve well, deserve ill, *or the like, you must be sure to use* de *for* of.

Examples.

1. Wo is me! what shall become *of* me?
2. They say all evil *of* me, and yet when I examine my self, I do not see, but I have deserved well *of* them.

To.

T O *before a Noun is a sign most frequently, that the Noun is to be put in the Dative Case.*

First, But when to *follows* go, run, walk, *or any the like Verb, you must make it by* ad *in Latin, unless it comes before the name of a* Town *or* City.

Examples of this.

1. We *go to* School every day at six of the clock in the Summer time.
2. We *go to* Church only upon Sundays and Holy-days.

† *there are come, i.e. do come*

3. Every Wednesday † there are a great sort of people *come to* our Market.
4. You must *go to* my Master quickly, for he would speak with you.

5. Go

5. ‖ *Go* run * as hard as you can drive *to* the old woman that ſells apples on the * Angel-hill, and bid her ſend me ‖ two penyworth of apples; I'le pay her when ſhe grows young again.
6. *Run* quickly *to* the man that rides there in the high-way, and bid him ſtay.

‖ go run, *i. e.* run.
† *quam celerrime poſſis.*
* *Angelo-collis.*
‖ *apples of two pence.*

Secondly, When to *ſtands before the name of a Town or City, then you muſt make no Latin for* To, *but put the word following in the Accuſative Caſe, according to the Rule,* Verbis ſignificantibus motum ad locum, &c.

Examples of this.

1. I came *to* † *Bury*, that I might learn the Greek and Latin tongue, and now I am a going *to Cambridge*, that I may be taught Logick and Philoſophy.
2. Many go *to London* for no other cauſe, than the Women went into the Theatre, to ſee and to be ſeen.

† *Villa Fauſtini*, as Cambden will have it.

Thirdly, You muſt alſo write ad *for* to, *when it is ſet after* belongs, appertains, *or the like; according to the Rule,* His vero attinet, pertinet, ſpectat, *&c.*

Examples of this.

1. It *belongeth to* all men, *to* the great, as thoſe of the lower ſort, to do juſt things.

2. It

‖ of brass, *æneus.*

† *vicus co-*

3. This Six-pence is ‖ brass; *I took* it *of* the *old woman* that sells apples in the Cook-row, she shall e'ne have it again.

Fourthly, After the word become, speak, say, deserve well, deserve ill, *or the like, you must be sure to use* de *for* of.

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Examples of this.

1. It *belongeth to* all men, *to* the great, as thoſe of the lower ſort, to do juſt things.

2. It

2. It *appertaineth* not to me to take care of other mens matters.

With.

Cum *is for the moſt part Latin for* With; *as when we ſay,*

My Brother came to School with *me: But it muſt not always be expreſſed or written down.*

Firſt, Not after the word knife, ſword, mallet, hammer, foot, hand, *or any other word that ſignifies that wherewith a thing is done, which is called an* Inſtrument; *as,*

1. He kicked me *with* his foot.
2. He ſtruck me *with* his fiſt.
3. I wrote this *with* my pen.
4. I cut the quill *with* my penknife.
5. Thou ſcratcheſt me *with* thy nails.
6. The dog defends himſelf *with* his teeth.
7. The bull fights *with* his horns.

In all theſe, and ſuch like Examples, you muſt not write down cum *for* with, *but put the Noun following in the Ablative caſe, according to the Rule,* Quodvis verbum, &c.

Secondly, Cum *is not to be ſet down for* with *after verbs that ſignifie fulneſs.*

Examples.

1. I love thee ſo well, that I am never *ſatisfied with* the ſight of thee.
2. My Father's houſe is *packed with* children, and my Uncle's bags *ſwell* with gold.

3. I

3. I prithee *fill* this pot *with* water, and that glaſs *with* wine.
4. I am ſo *loaden with* boots, that I cannot walk.

In ſuch Examples as theſe write no Latin for with, *but put the word following it in the Genitive or Ablative caſe, according to the Rule,* Verba abundandi, &c.

But cum *muſt be always ſet down for* with, *when it has or may have* together *before it.*

Examples.

1. I went together *with* my Brother to ſeek birds neſts.
2. The Governours, *together with* the Maſter and Uſher, and all the Scholars, came walking in a long train, from the old School in the Eaſt-gate ſtreet, to the new one in the North-gate ſtreet, after the Whitſunday vacation in the year of the Lord 1665.
3. The King was yeſterday at Newmarket, but to day he, *with* the whole Court, is gone to London.

Sometimes not cum *but* de *is Latin for* with, *and that commonly after* do *or* did.

Examples.

1. What did you *with* my pen?
2. What ſhould one do *with* ‖ ſuch a horſe, ‖ that. † as will keep no paſture? † which.
3. There was ſo much Corn brought to Market to day, that they, which brought it, knew not what to do *with* it.

4. I never have ſo much mony, but I know what to do with it.

* Mr. *Walker*, in the 62 page of his Particles, cites this place a little otherwiſe *quid illo facias?* and renders it ſo, as I do not uſually hear men ſpeak Engliſh. viz. *what wouldſt thou do at him?*

Sometimes the Præpoſition de *is left out, as in* Tully *ad Attic. lib. 6. epiſt.* 4. quid illo fiet? *and in* Terence *Andr. act. 3. ſc. 5.* nec quid me faciam, ſcio. *Nor is there an* Antiptoſis *in that in Eunuch. act. 5. ſc. 1.* * quid illo faciemus ſtulta? *as* Priſcian *would have it (for ſo it ſeems the copy that he had read) but an* Ellipſis *or* leaving out *of the Præpoſition* de, *according to the aforementioned Examples.*

After the words thing *and* man, *and in many other the like caſes, we uſually in Engliſh omit the Relative, which oft cauſeth a miſtake in the Latin. Let boys therefore have a care in theſe Examples, that they put in the Relative* which *or* who.

Examples.

* *no man who thinks.*

1. There is* no *man* thinks himſelf a fool.
2. There was a *man*, as I came to School, told me ‖ 'twas paſt eight of the clock, I thought then 'twas time to make haſt.

‖ *that the 8th. hour was paſt.*

3. There is *nothing* boys for the moſt part ſo zealouſly love, as play and pleaſure.
4. Pleaſure is a *thing* will ſoon vaniſh, and play uſually ends in wearineſs.
5. What *man* is there will ſee his own faults ſo readily, as reprove another man's?

† *what thing.*

6.† What is there will ſo ſoon turn to a *man*'s diſgrace, as the doing unlaſt things?

So after I believe, *I* think, *I* hear, *I* am glad, *or the like Verb, the Conjunction* that *is left out, which the Scholar in such Examples as these must take care to supply.*

Examples:

1. When you have been well whipped I *believe*, you will take care to come ſooner.

2. I am *glad* you are grown ſo wiſe; you were wont to ſet at nought all the advice and counſel of your Friends.

3. I *hear* your Brother is gone into the Country, and there intends to ſell and buy oxen and ſheep, and has bid his Books and the Muſes altogether farewel.

4. I *think* there is no kind of life more pleaſant than that of boys; they eat, drink, ſleep, and play, and take care for none of thoſe things that trouble men, and, as Sardanapalus ſays, are not worth this.

5. Moſt men *think* riches are to be deſired above all things, but they are much deceived.

6. I am *glad* you are come, I hope you will pleaſe to take a ſupper and ‖ lodging with me this night. ‖ *bed.*

Before

Before Boys be exerciſed in Themes or Epiſtles, I think it were not inconvenient, if, as a preparation thereunto, they had one ſingle word given them to exerciſe their invention upon; as Juſtice, Temperance, Labour, *a* Roſe, *a* Cock, *a* Bull, *any thing, of which you may ſee here ſome Examples.*

Of Juſtice.

1 *See the Phraſes of* Wincheſter *School under this head to judge uprightly.*
2 See, *to do injury.*
3 See, *to trouble*
4 See, *to bring into contempt.*
5 *effero.*
6 See, *a man worthy of all praiſe.*

THere are four Cardinal Vertues, of which *Juſtice* is one, and he that is endued with it is called *Juſt*; a man beloved and commended of all men. 1 He gives every one that which is his due, and in all caſes has his eye only upon that which is equal and right. He is not moved to incline, either this way or that way, by friendſhip, alliance, or gifts. 2 He does injury to no man, 3 afflicts or vexes no man: 4 Leſſens no man's eſteem, that he may 5 advance his own. 6 A man to be valued above all men, but as hard to be found as a black Swan, or a white Raven.

Of Temperance.

1 *Bounds* or *limits*: ſee, *to bound or limit.*
2 See, *to bear rule.*
3 i. e. *very much.*
4 See, *a glutton.*

Temperance is a vertue, which teaches men to keep themſelves within the due 1 meaſures of eating and drinking, whereſoever that 2 reigneth; although there be 3 never ſo much meat ſet on the table, never ſo many cups crowned with wine, no man riſeth either drunken or 4 a glutton.

The

The *temperate* man eats only that he may live, and drinks only that he may 5 ſlake his thirſt: He is healthy, ſtrong, and vigorous, ſeldom has any buſineſs with the Phyſician; when as the intemperate man 6 in deſpite of all the Arts of *Æſculapius*, 7 in great haſte, though 8 much againſt his will, runs into a thouſand diſeaſes, and through them into his grave.

5 See, *to quench ones thirſt.*

6 i. e. *Let the Arts of* Æſculapius *hinder what they can.*

7 *much haſtening.*

8 i. e. *very unwillingly.*

Of Labour.

Labour overcomes all things, ſo it be daily and conſtant. Iron is reckoned amongſt the hardeſt of Metals, and yet by the labour of the Smith it is made ſoft and 1 capable of any form. I have ſometime ſeen a field, when it was neglected, bring forth nothing but unprofitable 2 weeds, which yet within a little while, by the *labour* and ſweat of the Huſbandman has been made fertile. 3 *Labour*, take pains, watch 4 night and day, ſtudy, ſtrive with all your might, and do not doubt, but whatſoever you undertake, you ſhall at length 5 bring it to paſs; but if before you have done your work you begin to be weary, and 6 ſpare your pains, you will loſe the fruits of your paſt labours, and go away diſappointed of your 7 purpoſe.

1 *capax.*

2 i. e. *herbs.*

3 See, *to labour earneſtly.*

4 See, *night and day.*

5 *effectum reddo.*

6 See, *to ſpare his labour.*

7 i.e. *your end.*

Of a Roſe.

THE *Roſe* is a great Ornament of a Garden, it 1 ſurpaſſes the Violet in ſweetneſs, and moſt other flowers in the beauty of its leaves. Nature has 2 guarded it as a treaſure with 3 prickles on all ſides, yet it is 4 plucked by every one that paſſes by; the Maiden fills her boſom with it, and the Country-fellow when he goes abroad, and would ſeem 5 fine, wears it on his hat. The Poets ſay it had its redneſs from *Adonis* his blood, from whence 6 it ſprang; and poſſibly it had its ſweetneſs from the breath of *Venus*, while ſhe ſighed and lamented over him. It flouriſhes 7 moſt in the Month of *June*, and then preſently fades and dies, 8 pity ſo 9 fine a flower ſhould have no longer life.

1 i.e. *it exceeds.*

2 See, *to have a guard.*
3 *aculeus, ſtimulus.*
4 *carpor.*
5 *ornatus.*

6 *naſcor.*

7 *plerumque.*
8 *haud æquum.*
9 *pulcher.*

Of a Cock.

A *Cock* is one of the moſt beautiful of Fowls, upon his head he wears a comb red as 1 Coral, his neck is beſet with gliſtering feathers, upon his legs he carries his arms wherewith he aſſaults 2 thoſe of his kind, that without his leave enter his 3 territories. He 4 ſtruts and admires himſelf when he is amongſt the Hens his Concubines, whom he 5 tempts abroad with him, and treats uſually at the Barn-door

1 *Corallium.*

2 *ſui generis hoſtes.*
3 *fines.*
4 *ſuperbio.*
5 *illicio.*

or

or Dung-hill, with mean fare, but such as they love better than Dates or 6 Sugar-plums. He sleeps usually under the same roof 7 with his Master, and to the Country-man is instead of a Clock, for he crows almost at every hour of the night; but at break of the day he never ceases, as if he were solicitous to wake the lazy Servants, and tell them 'tis time to rise.

6 *Salgama.*
7 *write* ac *for* with *when it follows* the same.

Of a Bull.

A *Bull* is one of the strongest of Beasts, on his forehead he carries a pair of Horns; not 1 branched as the Harts, but sharp and 2 right on, with which he both defendeth himself, and assaults his enemy. He 3 rangeth usually in the pastures among the Cows, where, if he meets his Rival, there begins a most 4 dreadful fight; when he is angry he roars, and scrapes, and 5 tears up the 6 Mole-hills with his horns. 7 About *Michaelmas* time 8 he is brought to the ring and 9 baited with dogs, and afterward dies by a knock of the Butchers Axe.

1 *ramosus.*
2 *rectus.*
3 *vagor.*
4 *formidandus.*
5 *sulco.*
6 *terra.*
7 *the Kalends of* October.
8 *He is brought into the Market place, and being tied to an Iron-ring,*
9 *exposed to the fury of dogs.*

Of Epiſtles.

AN Epiſtle *is a writing that contains the talk or diſcourſe of perſons abſent.*

Thoſe that write of Epiſtles reckon up ſeveral kinds; as, Narratory, *where we tell of any thing done.* Petitory, *where we ask ſomething.* Commendatory, *where we recommend any perſon; and many ſuch like. But in the Examples which we ſhall ſet down, we ſhall content our ſelves with ſuch confuſed and trifling matter, as boys uſe to talk among themſelves; for they are the perſons to whom we muſt accommodate all we write here.*

The Ancient Latins *uſed to ſet the Names both of him that wrote, and him that was wrote to, at the beginning of their Epiſtles; and are followed by the moſt admired men of the later Age, as,* Eraſmus, Budæus, *Sir* Tho. More, Scaliger, Vives, *and the reſt; and therefore the Reader muſt not be diſpleaſed, if what follows here in imitation of them, ſeem a little uncouth, and not fitted to the preſent way of writing in* England; *for though we write in Engliſh words, yet we do it with a deſign, that boys may thereby learn how to indite their Latin Letters.*

Examples.

‖ *Pelagius.*
† *Faber.*

John ‖ Seaman *to* William † Smith *ſendeth Greeting.*

THIS now a year well nigh (*dear Will*) ſince I ſaw you, and with what trouble of mind I have born the want of you, you may

may perhaps guess, if ever you were separated from any one so long that you loved so much. 'Twas the fear of the Pox I know that drove you away from us, and now the spreading of that disease is ceased, why should we still † be kept asunder. I hope that day will come ere long, when we shall see ‖ one another, and (which was ever a great pleasure to me) * play together. *Given at* Bury *the fifteenth of the Kalends of* March, *in the year of our Lord*, 1675.

† *disjungor.*
‖ *nos invicem.*
* *colludo.*

J. S. *to* W. S. *sendeth Greeting.*

THis day the Drums 1 beat up and down the Town. I wondered what should be the matter, 2 but was told, that there were two Fencers that intended to fight upon a Stage, and the Drums beat only 3 to give notice, that if any had a mind they might go and see them. 4 'Tis strange, that there should be found any men that would fight, and feel 5 smart, and lose blood; not that they are angry, and desire to hurt one another, but to 6 make others 7 sport. But the riddle is quickly solved, they get mony, a present remedy for all their wounds, and which presently supplies what they so freely lose, *being*, as one says, *both Blood, and Life, and Soul to mortal men. Given from my Study at* Bury, *the fifth of the Nones of* March.

1 *were beaten.*
2 *it was told me.*
3 *that it might be known to all.*
4 *'Tis a wonderful thing.*
5 *pain, grief.*
6 *creo.*
7 *voluptas.*

† *Tulliolus.* ‖ *Argus.*

Thomas † Talk-well *to* Henry ‖ Dolittle *ſendeth Greeting.*

1 *res ingrata.*

2 *learned.*

3 *pulchrum.*

4 i. e. *be done.*

5 *which leadeth up.*

6 i. e. *ſit with thy mother.*

7 *it will ſhame thee.*

8 *it will repent thee.*

'TIS very 1 unpleaſant news, which I heard lately *(my dear Harry)* that you are about to leave us and the School, and for no other reaſon, but that you begin to perceive that if you be 2 a Scholar, you muſt take pains; it were 3 fine indeed, if when the Maſter readeth, and you open your mouth inſtead of your ears, it ſhould preſently be filled with all kind of eloquence, and you ſhould ſpeak Orations as learned as thoſe of *Tully* or *Demoſthenes*. But, *my dear Harry*, that can't 4 be; the way 5 up the two-headed Hill is not ſo eaſie, thou maiſt if thou pleaſeſt go home, and whilſt thy Father is abroad, 6 bear thy Mother company; but within a ſhort while thy age will alter thy judgment, and 7 thou wilt be aſhamed of thy employment, and 8 repent of thy lazineſs and folly, as long as thou liveſt. Farewel, and if thou canſt in time be wiſe. *From* Bury *School* the *6th. of the Kalends of* Auguſt, *An.* Dom. 1676.

‖ *Liber.* † *Claudius.*

William ‖ Walk-abroad *to* Simon † Shut-up *ſendeth Greeting.*

‡ *otior ruri.*

I Am at length, by the great importunity of my Mother, both with the leave of my Father and Maſter, ‡ got into the Country; whilſt I was at School and ſaw nothing but the dry and duſty Pavement,

I

I knew not what time of the year it was; but here the ground is every where ſcattered with 2 Primroſes and 3 Daſies; from the neighbouring woods the Blackbird and Nightingale fill our ears with moſt pleaſant ſinging. The houſe where we are 4 faces a 5 Green, where there are Geeſe 6 feeding with their Goſlings, which when they come near 7 one another, make as great a noiſe as the two Armies of the *Romans* and *Carthaginians* did at *Cannæ*: The 8 Geeſe and Goſlings ſtand ſtill 9 not without much fear, and diſcourſe of the event of the battle, whilſt the 10 Ganders, like two Champions, meet one another 11 half way, and enter a moſt fierce fight, but it continues not long. The Conquerour with great noiſe and clapping of wings flies to his 12 company, and tells them of his 13 brave doings, whilſt the other, as being full of ſhame and ſorrow, 14 ſneaks and hangs down his head; but 15 being 16 got to his friends he mutters I know not what; poſſibly if I had liſtned well, I might have underſtood it as well as I do 17 Greek. Had *Homer* been 18 by, we had ſurely had a Poem of this battle as long as his *Ilias*; but thou knoweſt, *Simon*, I am no Poet, nor underſtand any other feet, but thoſe that carry me. Farewel, if thou canſt in ſo cloſe a place. *From my uncles houſe at* 19 Eaſewel *in the* 20 *County of* Suffolk, *the 6th. of the Kalends of* March.

2 *roſa primula.*
3 *bellis.*
4 *ſpectat.*
5 *viridarium.*
6 are fed, i. e. *are fed.*
7 *ſe invicem.*
8 *feminæ.*
9 *and*, i. e. *with.*
10 *Mares.*
11 *in the midſt.*
12 *Grex.*
13 *heroicus.*
14 *animo dejecto.*
15 *reverſus.*
16 *ad ſuos.*
17 *Græca lingua.*
18 *præſto.*
19 *Argopolis vacuoputeus.*
20 *pagus.*

‖ *Philadelphus.*
† *Pancalos.*

James ‖ Love-brother *to* Richard † All-good *ſendeth Greeting.*

[1 *brevi.*
2 will go.

I Have a little Brother that 1 ere long will 2 come to your School; when he does, I intreat you that you would take him into your familiarity and acquaintance, and let him have the ſame place in your favour as I once had, when I was your School-fellow. He is little, and 3 ſo liable to the injuries of 4 pert and domineering boys; and I am afraid he is not ſo well inſtructed, but that his leſſon will be oft times too hard for him: You I know, are both learned and ſtout, and may be a guard to him in the one, and a help to him in the other. Farewel. *Given at my Fathers houſe the 5th. of the Nones of* March, An. Dom. 1676.

3 *obnoxious.*
4 *petulans.*

‖ *Gnavus.*
† *Lentulus.*

Francis ‖ Forward *to* Leonard † Loth-to't *ſendeth Greeting.*

I Am ſorry to hear, after your joy, that you are got into a new Form, that you are now offended with the hardneſs of your leſſon. You can't read, much leſs, decline Greek words. I tell thee *Leonard*, whatſoever I yet undertook, I found it always hard at * firſt: if you can but endure a while and be diligent, you will find all things every day more eaſie to you, and that very thing which now affrights you, will after a few months be a pleaſure and delight to you. Farewel. *Given from my Study at St.* Edmonds Bury *in* Suffolk, *the fifth of the Nones of* March.

* at the beginning.

Giles

Giles ‖ Chose-well *to* Henry † Hug-all *sendeth Greeting.* ‖ *Discretus.* † *Pamphilus.*

I Believe (*Harry*) thou hast oft heard our Master 1 advise us, that we should play among our selves, and not 2 keep company with other boys of the Town; and yet, if my sight failed me not, I saw thee 3 yester night walking with a Town-boy of no very good 4 report. I know thou 5 art a good natur'd boy, and canst not easily refuse any body's 6 kindness, that offers it unto thee; but surely thou oughtest 7 a little to regard what our Master says, and 8 have more care of thy self, for no mischief is greater than that which arises from a bad conversation. Thou hast heard oft enough I believe, *That he that lives with a Cripple will learn to halt*, and 9 you may be sure, that he that converses with one of evil manners, will by little and little grow like him. Farewel. *Given from my Study at my uncles house in the* Cook-row, *the* 14th *of the Kalends of* April, A. D. 1675.

1 *mores.*
2 *conversor.*
3 *heri vesperi.*
4 *Fama.*
5 i. e. a boy of a good nature.
6 *amicitia.*
7 *aliquam rationem habeo.*
8 *magis consulo*
9 *pro certo habeo.*

Thomas ‖ Tell-troth *to* Christopher † Come-late *sendeth Greeting.* ‖ *Veridicus.* † *Tardivena.*

WE are 1 met at School again (*dear Come-late*) and have said our task, and done all things that our Master required of us; only thou art wanting. I know when thou comest, what excuses thou wilt make, *The Horses were employed, There were some Friends at thy Fathers house, and they would not let thee come.* But I know the truth, Thy own

1 *Convenio.*

own lazineſs is the cauſe of thy ſtay. Thou haſt been idle a long while, and now 2 art loth to thy book again. Fie on thee, when wilt thou learn to be wiſe? every moment of time which thou 3 fooleſt away at home, being well ſpent at School, would be worth a talent of Gold; but it may be thou careſt not that I ſhould 4 adviſe thee, and therefore I bid thee farewel. *Given from* Bury *School the 4th. of the Kalends of* April, 1676.

2 *ægre trahor.*

3 ſpendeſt fooliſhly.

4 counſel, or admoniſh.

Mark ‖ Moderate *to* Francis † Fruit-eater *ſendeth Greeting.*

‖ *Moderatus.*
† *Pomivorus.*

'TIS now Autumn, and there 1 are Apples, Pears, Plums, Gooſberries, Cherries 2 to be ſold almoſt in every 3 corner of the ſtreet, if thou 4 careſt for thy health ſet a guard upon thy mouth, for theſe beautiful and pleaſant 5 fruits, that entice you ſo much to eat 6 them, carry whole 7 armies of diſeaſes in them (as the 8 *Trojan* Horſe did armed *Græcians*) and if ſuffered to enter into the body will deſtroy it; not that I would have thee wholly abſtain. There is meaſure in all things, which if thou keepeſt, thou wilt keep alſo two things beſides, thy *mony* and thy *health*. Farewel. *Given at* Bury *the 15th. of the Kalends of* October, 1676.

1 are ſet out, *proſto.*
2 *venalis.*
3 every place where three ways meet. *trivium.*
4 *conſule.*
5 *poma.*
6 themſelves.
7 *agmina.*
8 *equus durius, duratus*, vel *Trojanus.*

Of

Of THEMES.

THose that write of Themes, make usually these seven parts:

1. The Proposition, whereby the sense of the Theme is declared in more clear and perspicuous words.
2. The Reason, why the Proposition is thought to be true.
3. The Confirmation, by which that Reason is strengthned.
4. The Similitude by which we illustrate or make plain what is said, by the like case in some other thing.
5. The Example, by which we instance in some particular man, or tribe of men, to have done or suffered the same.
6. The Testimony, being a saying of some ancient Author, that has spoke to the same sense or purpose.
7. The Conclusion, which naturally follows from what has been before said. We will give you one or two Examples.

Examples

Examples of Themes *according to the foregoing method.*

THEME I.

Soon enough if well enough.
Sat citò ſi ſat bene.

1. *Propoſit.* TOO much haſte is for the moſt part very 1 miſchievous to a man in doing buſineſs.

1 *incommodus, inimicus.*

2. *Reaſon.* Becauſe when any one makes haſte, he uſually neglects or forgets ſomething neceſſary to that which he is about to do.

3. *Confirm.* But if any one would 2 have a thing done well, 3 he muſt be ſure to omit nothing requiſite to the doing of it.

2 that any thing ſhould be done well.

3 let him ſee, or take heed that he omit

4. *Similitude.* As the Bitch that makes too much haſte brings forth her whelps blind: So he, that will not take due time to perfect his work, 4 muſt needs bring it forth lame and imperfect.

4 *neceſſe habeo.*

5. *Example.* *Flaminius* the *Roman* General, making too much haſte to overcome *Hannibal*, was 5 beaten by him; but *Fabius* by delaying and putting off fighting, till he ſaw an 6 advantage, drove that bold *Carthaginian* out of *Italy*.

5 overcome.

6 an opportunity.

6. *Teſti-*

6. *Teſtimony.* Well did he therefore 7 adviſe; that ſaid, *Haſte ſlowly.* 7 *moneo.*

7. *Concluſ.* For every thing is done ſoon enough that is done well enough.

THEME II.

The Covetous man is always in want.
Semper avarus eget.

1. *Prop.* NO man judges more rightly of himſelf than the Covetous man; he thinks himſelf always 1 in want, and he really is ſo. 1 to be poor.

2. *Reaſon.* For, 2 be the mony never ſo near him in his bags, his cheſt, his cup-board; if he cannot, or, which is all one, dares not uſe it, he is certainly as poor as he that has none at all. 2 Although the mony be very near, or neareſt to him.

3. *Confirm.* 'Tis the man that uſes his mony, not he that 3 hoards it up, and 4 now and then looks on't, that is the true owner of it. 3 lays it up, *in ærario pono.* 4 *ſubinde,*

4. *Simil.* As *Tantalus*, though ſtanding in the midſt of waters, is always thirſty, ſo the Covetous man, though in the midſt of large poſſeſſions, is always poor. *identidem.*

5. *Examp. Menedemus* in *Terence*, though the owner of a large eſtate, while he took nothing of it to himſelf, but roſe early and went to bed late, and ploughed and ſowed, and eat nothing but bread and 5 ſallets, was even in as bad a condition as if he had had nothing. 5 herbs, lettuces.

6. *Teſtim.*

6. *Teſtim.* Well ſaid *Seneca*, *The Covetous man wants as well what he has, as what he has not.*

7. *Concluſ.* Therefore it muſt needs be, *That the Covetous man is always in want.*

This is the way which is uſually preſcribed for the making of Themes; *but among all the Boys that ever came under my directions, I could very rarely get any rightly to obſerve it. They would indeed very readily write* Propoſitio, Ratio, Confirmatio, *upon the Margin of their Paper, but what they wrote as referring to each of them, was ſtrangely diſagreeable to what it ſhould have been: They did as* Horace *ſpeaks of ſome unskilful Poets, croſs and miſplace every thing,*

Delphinum ſilvis appingunt, fluctibus aprum.

They mind not order, do things as they hap;
Place Fiſh with Faunus, *Boar in* Neptunes *lap.*

For the ſake therefore of thoſe, who cannot underſtand how to deliver their thoughts agreeable to ſo exact a method, we will ſet down ſome other examples in a more confuſed matter, and more like to ſuch as Boys uſually make, and I am fain to be content to receive from my Scholars.

Examples

Examples of Themes *in a more looſe and free method.*

THEME I.

The gifts of fortune are eaſily loſt.
Lubrica ſunt Fortunæ dona.

THE Judgment of the common ſort of men is uſually miſtaken, but it no where ſeems more worthy to be condemned, than when they admire the riches and happineſs of great men, thoſe upon whom Fortune has ſmiled and 1 bountifully 2 beſtowed her gifts. The things indeed they poſſeſs are ſplendid and 3 gay, their garments ſhine with Gold, their tables are filled with all kind of delicate meats, their houſes adorned with moſt coſtly 4 ſtuff. But they poſſeſs them no longer than 5 Fortune pleaſes, who oft gives with one hand, and takes away with the other, ſmiles and frowns in the ſame moment. He that is rich and in great honour to day, cannot be ſure that he ſhall be ſo to morrow. Men that ſtand in high places, are ſometimes, before they think on't, ſuddenly caſt down; and the rich mans great and ſtately buildings, in a few hours are oft times 6 burnt down, and 7 made even with the ground; his coffers 8 ranſackt and ſpoiled, his flocks and herds 9 ſmitten with the 10 rot and 11 murrain, and is himſelf

1 with a free hand.
2 given.
3 fair.
4 *ſupellex.*
5 it pleaſes Fortune.
6 conſumed by fire.
7 *æquor*, cum Dat.
8 broken up, *rumpor, reſeror.*
9 *corripior.*
10 *tabes.*
11 *lues.*

ſelf left as poor as when he poſſeſſed nothing. Whatſoever fortune gives, ſhe can as eaſily take away, and ſhe oft times doth. Her good will is unconſtant, and her gifts are ſlippery.

THEME II.

After rain comes fair weather.

Poſt imbres Sol.

1 *Parcæ.* 2 *torqueo.* 3 goes, *abeo.* *4 not of the ſame colour.*

THE Poets ſay of the three 1 Ladies of *Deſtiny*, That they 2 ſpin the thread of every mans life; and that part of life which is happy and proſperous 3 runs into a white thred, and the contrary into a black; which whoſo beholds, at the end of every ones life, he ſhall find the thred 4 particoloured. For there is no man ſo proſperous and happy, but he has many unfortunate and ſad days; and on the contrary, no man ſo miſerable and diſtreſſed, but he has ſome times of refreſhment and pleaſure. Good therefore is the advice of the Poet, *hope in adverſity* that a better time will come, *fear in proſperity* that there may come a worſe. For there is no man through the whole courſe of his life either happy or miſerable; *proſperity* and *adverſity* by turns ſucceed one another, as *rain* does *fair weather*, and *fair weather rain*.

THEME

THEME III.

There is no truſt to be given to outward appearance.

Fronti nulla fides.

HE that is wiſe uſually tries all things throughly, and is not eaſily deceived with the outward 1 appearance of them. For many things appear to be 2 otherwiſe than 3 indeed they are. *All is not gold* (as they ſay) *that gliſters*, nor is every one thy Friend that ſpeaks thee fair. Under a beautiful face there oft times lurks a very miſchievous and wicked heart; and fair ſpeeches frequently carry with them very 4 evil purpoſes. In the bait which the 5 Angler ſo diligently 6 dreſſes and prepares for the fiſhes palate, there is hid a deadly hook; and the 7 Bird-catcher never feeds birds, but when he intends to catch them: and when he ſets up his Looking-glaſs in the fields, 'tis for another purpoſe than that the Larks may ſee 8 themſelves. Thoſe that were wiſe among the *Trojans* never feared the *Græcians* more, than when they brought them 9 Preſents; and every circumſpect man, when any one offers him bread in one hand (being ever mindful of the Proverb) 10 will be ſure that he has not a ſtone in the other; and as no credit is to be given to outward pretences, ſo he will give n on e.

1 *ſpecies.*
2 other.
3 *re vera.*
4 *conſilium.*
5 fiſher.
6 *condio.*
7 fowler, *auceps.*
8 *contemplor.*
9 *munus.*
10 will ſee, will take heed

English *words ſo ſet in order under ſeveral heads, as if rightly turned into* Latin, *every line will eaſily run into* (*as the firſt ſtep of Poetry*) *an* Adonic *verſe*, i. e. *a* Dactyle *and* Sponde. *Only let the Scholar obſerve, that the words written in a different letter, are not to be turned into* Latin.

Of a Star.

‖ in high, *in alto.*
† lights.

1. A Star ‖ on high
2. Doth afford † light
3. To *men* ſtanding below.

Of the Wood.

1. The Wood gives a ſhade,
2. And it affords a Den
3. To filthy Bears.

Of Adonis.

1. Fair *Adonis*
2. Is ‖ dead, alas! ‖ is fallen.
3. By the cruel tooth
4. Of a death-bringing boar.
5. For the ſake of him,
6. † the *Cyprian* girl † i. e. *Venus.*
7. Pours out Rivers,
8. Alas! of tears,
9. (Alas!) of tears,
10. Rivers until
11. *Her* little eye is red.

Of Books.

1. Turn-over little Books * *Volvo.*
2. *In* the night, and *in* the day.
3. Turn-over ‖ Virgil, ‖ *Maro.*
4. And Juvenal.
5. O ſweet Virgil!
6. O excellent Virgil!
7. The Sun ariſing,
8. The Sun ſetting,
9. Turn-over Virgil.

Of a Rose.

1. The Rose is fair.
2. The Rose is sweet.
3. It grows in the Garden.
4. It is plucked from thence.
5. The fair Maid
6. Then rejoyceth to her self,
7. When she can it
8. Hide in *her* paps.
9. Oft the young man
10. Carries *it* in *his* mouth,
11. And thinks from thence
12. To turn the eyes
13. Of *his* Sweet-heart,
14. That *she may* * behold him.
15. O fair Rose!
16. O sweet Rose!
17. If thy life
18. Were longer,
19. Thou Rose wouldst stand
20. The glory of flowers,
21. And the glory of the Garden.

‖ friend.
* *cerno.*

Of

Of Diana.

1. Chaſt Diana
2. Girt with a quiver,
3. ‖ { And *a* attended *with*
4. { A pack of dogs,
5. Wanders through the Wood,
6. And *b* beats the fields.
7. And if any den
8. She finds any where,
9. She raiſes from thence
10. *c* Whatſoever beaſt
11. Is hid therein;
12. Whether *it be* a cruel Lion,
13. Or it be a Bear.
14. She both bends *her* bow,
15. And brandiſheth *her* ſpear.
16. With *her* bow afar off,
17. With *her* ſpear at hand,
18. She wounds him;
19. Whether *he be* a cruel Lion,
20. Or he be a bear.
21. Oh brave Diana!
22. *Oh* fair Diana!
23. *d* Thee every wood,
24. And every foreſt
25. And high grove,
26. And *e* dark *f* thicket,
27. Rejoyce to know.
28. Every tree,
29. Aſh, Alder,
30. Poplar, Elme,
31. Oak and Maple,
32. When *they* ſee *thee* nigh

‖ *In theſe two lines with this note* { *before, the words are mingled for two verſes.*

a *girt.*
b *ſtraches,* luſtro.
c quæcunque; *but here there muſt be a meſis, the word broke in the midſt, and* era *put between.*
d *Here the words are put out of their natural order, and the young Scholar in making them in Latin muſt mind to place them right, that is,* thee *in the* 23 *line after* know *in the* 27.
e *denſus.*
f *ſilva.*

g tends.
h nod with their top.
i i.e. Every dog, *&c.* rejoyce to ſee thee.
‖ *For thoſe names of dogs, ſet the ſtory of* Actæon *in the third book of* Ovid's *Metamorphoſis.*
† *ſweet.*
k with their voices.

33. To *g* ſet thy ſteps,
34. *h* Bow their heads.
35. *i* Thee every dog,
36. ‖ Bold ‖ Ravener,
37. Stout ‖ Whisker,
38. † Sweet-tongu'd Chanter,
39. Tiger and Hunter,
40. Lilly and Royſter,
41. And Tracer,
42. And Kill-buck
43. Rejoyce to ſee.
44. And you calling *them*
45. That *they* ſhould follow
46. You, making haſte
47. Into the high wood;
48. With *k* baying *they* fill
49. The wide air,
50. And *with* a joyful foot
51. *They* ſtrive to run.

In the following Examples the former line is to be turned into an* Hexameter, *the latter into a* Pentameter *verſe.

I.

Of Apples.

In Latin, It doth delight a boy.

A few Apples indeed do not hurt the health (of a boy;
But alas! a *l* boy doth delight to *m* eat ap- (ples too much.

Of

2.

Of Birds-neſts.

A Boy ſearcheth out Black-birds neſts here (and there.
And rejoyceth when *he* can ſee them.

3.

Of a Top.

Oh fooliſh boy! why do you love to whip a top,
When as *you* may think your ſelf rather to (have deſerved ſtripes.

4.

Of a Candle.

A Candle affords light in the darkneſs of the (night.
And it ſupplies the place of the abſent Sun

5.

Of the Wood.

The Wood *gives* a ſtaff to the old man, the (Wood gives a neſt to the bird,
A ſhadow to the wearied man, and *n* timber n *materits.*
(to the *o Carpenter.* o *faber.*

6.

Of the day.

In the day all things are ſeen by the clear light (of the Sun.
Nor doth any one going fear to ſtumble.

7.

Of Phaethon.

Phaethon attempted to guide the horses of the (Sun in the heavens.
Phaethon was tumbled headlong out of the (heavens.

8.

Of the proud Frog.

In times past the proud Frog attempted *p* to (make her self as big as an Ox.
The proud Frog was broken a pieces in (the midst.

p to equal, *æqua.*

9.

The Moral.

That you *do not any thing boldly,* q *Minerva* (*being unwilling.*
Both Phaeton *teaches, and the proud Frog* (*teaches.*

q above your natural strength, skill, or power.

10.

The Author to his little Scholar.

Thus far have I led you: Now try to *r* set (your steps
Sure, if you can, *s* by your self, and without (a guide.

r fix.

s alone.

FINIS.